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ABSTRACT

This document represents an effort to infuse career education into the pre-service certification programs on eight college campuses in New York State. The career education objectives presented can be used to train prospective teachers in the skills and techniques required to infuse career education in elementary, middle, and secondary schools. The objectives (112), obtained by a comprehensive review of the literature, are sequenced and classified into three major areas (which are subdivided into ten categories): (1) World of Work--career information, career identification, placement, theoretical material, interpersonal skills, (2) Planning/Implementation--instructional planning, community assessment, utilization of local resources, and (3) Evaluation--program evaluation, and student assessment. Each objective includes at least three activities, conditions for performing the activities, and a means of evaluating each activity. (TA)

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CAREER EDUCATION COMPETENCIES

A CATALOG FOR TEACHER EDUCATORS

Prepared for the New York State Education Department

Edited by

Richard J. McCowan

M. Duane Mongerson

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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State University College at Buffalo
Buffalo, New York

May, 1976

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PREFACE

The publication entitled Career Education Competencies: A Catalog for Teacher Educators was prepared under a grant from the Bureau of Inservice Education, New York State Education Department, as one phase of a series of activities designed to increase the skills of teachers and college faculty in the area of career education. Mr. James McCann represented the State Education Department and was responsible for initiating and directing all phases of these activities.

The major objective of this component involved an effort to infuse career education into the preservice certification programs on eight college campuses in New York State. At the State University College at Buffalo, which was one of the eight campuses, a team of teacher educators representing five different departments developed a series of activities which could be used to train prospective teachers in the skills and techniques required to infuse career education in elementary, middle, and secondary schools. The team included the following individuals:

Dr. Frank P. Diulus	Foundations of Education
Dr. Marillyn Flavin	Student Teaching
Dr. Mark Penta	Behavioral Studies
Dr. James Rotella	Behavioral Studies
Dr. Idajean Windell	Mental Retardation/Physically Handicapped
Dr. William Woodworth	Curriculum and Instruction

The initial phase of this activity was accomplished by reviewing the literature to obtain a comprehensive listing of career education

objectives. These objectives were revised, supplemented, sequenced, and classified into the following major areas and categories:

World of Work

- Career Information
- Career Identification
- Placement
- Theoretical Material
- Interpersonal Skills

Planning/Implementation

- Instructional Planning
- Community Assessment
- Utilization of Local Resources

Evaluation

- Program Evaluation
- Student Assessment

After the objectives were compiled and categorized, members of the team and the editors developed activities designed to assist college faculty to infuse career education into the existing preservice curriculum. Suggested conditions and a means of evaluating participant achievement were also included.

On March 25, 1976, an orientation meeting was held for a group of individuals including college administrators, faculty, and students,

as well as representatives from the community and the public schools. After the orientation the participants formed small groups and developed activities for objectives using the same format described earlier. The following individuals participated in the meeting:

College Administration

Dr. Barbara R. Frey, Acting Vice-President for Academic Affairs

Dr. Robert B. Simpson, Dean, Faculty of Professional Studies

Dr. Kenneth Schank, Director, Industrial Arts Education Division

College Faculty and Staff

Dr. Jack C. Brueckman, Jr., Chairperson, Manufacturing and Construction Department

Dr. Richard C. Burau, Professor of Education

Dr. Henry S. Dowski, Chairperson, Student Teaching Department

Dr. Herbert V. Ferster, Chairperson, Behavioral Studies Department

Mr. James Hartman, Counselor, Office of Veterans' Affairs

Mr. John L. Hill, Associate Professor, Campus School

Dr. Emil H. Hoch, Chairperson, Professional and Related Services Department

Ms. Judy Jones, Associate Professor, Campus School

Dr. Cheng C. Liu, Assistant Professor, Applied Science and Technology

Dr. Russell Macaluso, Associate Professor of Education

Dr. Gerald O. Payne, Chairperson, Curriculum and Instruction Department

Dr Leonard J. Poleszak, Professor of Education

Community Representatives

Mr. Paul Dellinger, Plumbing Contractor

Mr. Stewart Levy, Finance and Management

Dr. Oscar Smuckler, Higher Education Administration

Public Schools

Mr. Calvin Baxter, Buffalo Public Schools

Ms. Joan Droit, Grand Island Public Schools

Ms. Arlene Gidlow, Lewiston Public Schools

Mr. Michael Licata, Buffalo Public Schools

Mr. Jack Lyons, Sweet Home Public Schools

Mr. William McQuay, Lewiston Public Schools

Mr. Gilbert Monacelli, Niagara Falls Public Schools

Ms. Jacqueline Morana, Buffalo Public Schools

Mr. Thomas Traverse, Grand Island Public Schools

Ms. Karen Vampotic, Buffalo Public Schools

Student Representatives

Mr. Philip Cunningham

Ms. Sheila Finnegan

Ms. Shelley Greenblatt

Ms. Mary Elisabeth McCowan

Mr. John Williams

Members of the team acted as facilitators during the small group meetings.

It should be stressed that the listing of objectives is not intended to be exhaustive and certainly many of the objectives could be reclassified and reorganized. The activities are also only suggestive and represent only a beginning and a minimal outline of what could be included. Perhaps the weakest aspect of the catalog is the suggested evaluation included for each objective, since this is the most difficult aspect of any competency based program. It is hoped, however, that these individuals who use the catalog are able to expand and adapt these objectives and activities for use on their campuses.

We would like to give a special note of thanks to Ms. Mary Elisabeth McCowan who typed the final copy of the manuscript, as well as the preliminary drafts. As a high school senior it represents one of her first experiences with the world of work and careers which we hope proves beneficial in the future.

The Editors

INTRODUCTION

In 1971 Sidney P. Marland, Jr., at that time the U. S. Commissioner of Education, noted in several addresses before the Council of Chief State School Officers and the National Association of Secondary School Principals that he felt a definition of career education should not be developed at the Federal level.

> It is important to note here that we had declined . . . to lay out a concrete Federal definition of Career Education. We have chosen to shun a Federal "approved solution," believing that if the notion has merit, it must be defined within general parameters jointly developed by the teachers, counselors, board of education members, college faculties, superintendents, and deans, and the constituencies of parents and students whom we serve. Some observors find this frustrating and even, perhaps, irresponsible.[1]

To an extent this lack of direction has caused some confusion among educators who have attempted to implement career education programs. On the other hand, this lack of specificity has probably contributed to the richness and variability of career education programs throughout the nation.

Since that time career education has been defined by numerous individuals. Stevenson described it as a process by which all of the developmental experiences of an individual are systematically organized

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1. Sidney P. Marland, Jr., "Foreword," in Essays on Career Education ed. by Larry McClure and Carolyn Buan (Portland, Oregon: Northwest Regional Educational Laboratory, 1973), p. ix.

in an attempt to enhance individual growth and to enable a person to achieve self-fulfillment.[2]

Ressler considered career education to be

> . . . that aspect of the formal education process through which a person develops insights helpful in career selection, and is further provided with the abilities, attitudes and understandings that will permit him to pursue his chosen career. It role is to relate the student's "real" world with emphasis on his future need to support himself in a manner which will meet all his needs.[3]

while Bailey and Stadt defined it as

> . . . educational programs and curriculums at many different developmental levels, and provided by several types of delivery systems, which provide experiences designed to help individuals become oriented to, select, prepare for, enter, become established, and advance in an individually satisfying and productive career.[4]

An examination of these and other definitions of career education reveals that several key components are included among them.

1. Career education is a continuous, developmental process which involves all age groups and grade levels. It begins in the early years of childhood and continues throughout life.

2. It combines all phases of education for all ability levels, but it is not vocational education.

3. It is deeply concerned with the growth of individual self-awareness and self-concept with an ultimate goal of assisting all

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2. John B. Stevenson, An Introduction to Career Education (Worthington, Ohio: Charles A. Jones, 1973), p. 47.

3. Ralph Ressler, Career Education: The New Frontier (Worthington, Ohio: Charles A. Jones, 1973), p. 1.

4. Larry J. Bailey and Ronald W. Stadt, Career Education: New Approaches to Human Development (Bloomington, Ill.: McKnight, 1973), pp. 346-347.

persons to achieve maximum potential and a satisfying life.

4. Career education represents an effort to make school and education more relevant, challenging, and interesting, rather than sterile, joyless, and impersonal.

It is not necessary to devote much time to an elaboration of the much discussed deficiencies of the schools. Paul Goodman noted that he ". . . would not give a penny to the present administrators, and I would largely dismantle the present school machinery."[5] Silberman, in speaking of the "joylessness and repression"[6] of the schools, was indignant about ". . . the mutilation visible everywhere--mutilation of spontaneity, of joy in learning, of pleasure in creating, of sense of self."[7] Jencks stressed that

> Some schools are dull, depressing, even terrifying places, while others are lively, comfortable and reassuring. If we think of school life as an end in itself rather than a means to some other end, such differences are enormously important. . . . Since children are in school for a fifth of their lives, this would be a significant accomplishment.[8]

Joseph Featherstone in Schools Where Children Learn recommended that schools could be improved by foregoing an emphasis on rote learning

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5. Paul Goodman, "Freedom and Learning: The Need for Choice," Saturday Review, 51, (May 18, 1968), p. 75.

6. Charles E. Silberman, Crisis in the Classroom (New York: Random House, 1970), p. 403.

7. Ibid., p. 10.

8. Christopher Jencks et al., Inequality: A Reassessment of the Effect of Family and Schooling in America (New York: Basic Books, 1972), p. 256.

and discipline and by using a great quantity of varied materials, multiple and varied concrete activities, within a climate of warmth, cooperation and friendliness.[9] These are certainly components of career education programs.

One of the most significant terms used in career education is infusion. Unfortunately, this term has not been well defined, and, indeed, is somewhat difficult to define. Webster's New World Dictionary of the English Language cites that the word means to put a quality or an idea into something, as if by pouring, or to fill with a feeling. Synonyms include to imbue, to inspire, or to impart.[10] Although lexical definitions are usually inadequate and limited for purposed of educational evaluation, this definition conforms closely to that of the editors.

> Infusion is a curricular practice which uses career education to unify the curriculum on all grade levels and in all subject areas and is involved in the total curriculum as an integral, pervading concept.

For example, Public School #37 in Buffalo, New York, is located in one of the most disadvantaged areas of the city with approximately 97 percent of the children from families which receive welfare assistance. During a summer institute sponsored by the State Education Department, a team

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9. Joseph Featherstone, Schools Where Children Learn (New York: Liveright, 1971).

10. David B. Guralnik, ed., Webster's New World Dictionary of the American Language (New York: World Publishing, 1970), p. 723.

of teachers prepared an infused career education program based on banking and finance. Teachers developed materials for language skills, social studies, mathematics, science and other subjects related to the world of banking. Members of the community, parents and representatives from the business world assisted the staff in developing and presenting the material. For many of the children who came from homes which had no savings or checking accounts, the experience was both broadening and interesting. Children "earned" script money which they used to open accounts and to purchase items from the school store.

Another example of an infused career education program involved an elementary school in North Tonawanda, New York, and was based on the Buffalo Sabres hockey team. Children visited Buffalo Memorial Auditorium and cataloged the various jobs required to support the total enterprise of a hockey team. Language skills were taught as the team was followed in the local newspapers, mathematics was involved in computing won and lost percentages, social studies utilized material from the social and economic impact of the team on the community. The potential for stimulating, innovative programs is limitless.

Two major difficulties were noted by the editors and team members in compiling the catalog of career education competencies. One related to selecting and classifying the objectives which were available. Materials from the Center for Vocational Education, The Ohio State University, were useful, particularly Career Education Personnel Development: Ideas for University Planning.[12] This publication presented a number of goals and

12. Lorella A. McKinney et al., Career Education Personnel Development (Columbus, Ohio: Ohio State University, 1975).

strategies designed to assist university staff to infuse career education into the preservice certification program. However, it was still a formidable task to attempt to identify and sequence the objectives presented in this publication. Karl Menninger in The Vital Balance commented on the the difficulty of categorizing mental illnesses by using the following anecdote.

> Many dry river beds in central Arizona are filled with pebbles and rock fragments of infinite variety, resulting from earthcrust disturbances centuries ago. Once in such a spot I watched a little girl playing with attractive specimens selected from the millions of stones around her. She made little piles, first of all the white pebbles, then the red pebbles, the black pebbles, the multi-colored pebbles. But many were left which were of no dominant color. So she started again; she put the sharp-cornered pebbles in one pile and the round pebbles in another. Then she tried putting all longish stones in one pile, the flat ones in a second pile, the chunky ones in a third pile. But this didn't work either, and by this time she was tired of playing and went into the house.[12]

Consequently, in reviewing this catalog, feel free to reassemble and modify the objectives to meet the needs of the program in your institution.

Possibly the weakest aspect of the catalog is the evaluation, although this problem in not unique. The evaluations suggested for each activity are minimal and, depending upon the needs of a particular program, should be adapted and revised. The major emphasis should be on a criterion referenced test which could be interpreted in terms of specific performance objectives. However, it is not the purpose of this endeavor to devote time

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12. Karl Menninger, The Vital Balance (New York: Viking Press, 1963), p. 9.

to a discussion of evaluation strategies appropriate for competency based programs, since this is another major and complex area beyond the immediate scope of this publication.

Finally, we are particularly grateful to the New York State Education Department and Mr. James McCann of the Bureau of Inservice Education for providing us with the opportunity to complete this project.

Richard J. McCowan
M. Duane Mongerson
Editors

CAREER EDUCATION COMPETENCIES

A Catalog for Teacher Educators

The objectives contained in this document are classified into the three major areas and ten categories listed below. These objectives are intended to serve as a preliminary listing which could be revised and supplemented by teacher educators who infuse career education competencies into the preservice curriculum.

1. WORLD OF WORK
   - a) Career Information
   - b) Career Identification
   - c) Placement
   - d) Theoretical Material
   - e) Interpersonal Skills
2. PLANNING/IMPLEMENTATION
   - a) Instructional Planning
   - b) Community Assessment
   - c) Utilization of Local Resources
3. EVALUATION
   - a) Program Evaluation
   - b) Student Assessment

SECTION A

WORLD OF WORK

CAREER INFORMATION

Career Education

CAREER INFORMATION

1. Define career education.
2. Identify major concepts and principles in career education.
3. List major goals of career education.
4. Demonstrate an understanding of USOE career clusters and related taxonomies.
5. Increase knowledge of manpower needs and employment trends.
6. Relate the implications of career education to the education of individuals.
7. Analyze the importance of personal contacts in obtaining jobs.
8. Describe the purpose of labor unions.
9. Identify non-monetary rewards of work.
10. List positive work attitudes.
11. Analyze professional or job ethics within an occupation.
12. Describe various types of payroll deductions (i.e., Federal income tax, state income tax, Social Security, etc.).
13. Discuss safety regulations for specific industries.
14. Develop awareness of career opportunities.
15. Discuss the relationship between career education and leisure time.

WORLD OF WORK
Career Information

OBJECTIVE 1	DEFINE CAREER EDUCATION.
ACTIVITY #1	Present various definitions of career education to the group. Allow time for class discussion. Emphasize a) the importance of developing a definition; b) commonalities and differences among the definitions presented; c) a tentative working definition of career education.
CONDITIONS	Large group discussion.
EVALUATION	When presented with four definitions of career education, the participant will identify the USOE's definition of career education.
ACTIVITY #2	Without previous reference to existing definitions of career education, have the participants form small groups of from four to six individuals. Instruct them to develop a definition of career education. After approximately 15 minutes have a reporter from each group present the definition to the entire class.
CONDITIONS	Small group/large group discussion with opportunity for group reports to the class.
EVALUATION	Definitions should include the following criteria: a) reference to the developmental process included in career education; b) involvement of aspects of work values, attitudes, concepts, and skills; c) reference to career planning and decision making; d) involvement of infusing career education within the total curriculum grades K-12.

WORLD OF WORK
Career Information

OBJECTIVE 2	IDENTIFY THE MAJOR CONCEPTS AND PRINCIPLES IN CE.
ACTIVITY #1	Discuss the seven tenets associated with the Comprehensive Career Education Model (CCEM).
CONDITIONS	Large group lecture with opportunity for small group discussion (philosophical foundations).
EVALUATION	Given a list of five CE concepts, principles or tenets, the participant will identify those that are associated with CCEM.
ACTIVITY #2	After reading selected references on CE, participants will identify numerous key concepts and principles of career education.
CONDITIONS	Small group discussion.
EVALUATION	Participants will list at least six major concepts and principles of CE.
ACTIVITY #3	Form small groups and through brainstorming identify key concepts and principles in CE. Summarize results of the session and report to large group. Reports will be compared for similarities to the components of the CCEM.
CONDITIONS	Small group sessions followed by large group reports and discussion.
EVALUATION	A minimum of five of the seven tenets associated with the CCEM should be reflected in the concepts and principles identified in each group report.

WORLD OF WORK
Career Information

OBJECTIVE 3	LIST MAJOR GOALS OF CE.
ACTIVITY #1	Using a Q-sort technique, participants will sort the knowledge, skill and attitude objectives associated with CE.
CONDITIONS	Each participant will use the Q-sort technique to sort the objectives after which small groups of five to seven participants will discuss their rankings.
EVALUATION	Each participant will determine which knowledge, skill and attitude objectives are most important for the pre-service program and will rank order objectives in each category.
ACTIVITY #2	Interview professionals involved in CE programs to ascertain what they perceive to be the major goals and objectives of CE. Results of interviews will be combined and distributed to the class in written form for discussion.
CONDITIONS	Individual work and large group discussion.
EVALUATION	Each participant will list at least two major CE goals with three specific objectives for each goal.
ACTIVITY #3	Examine the literature on CE and identify major goals as presented in various sources.
CONDITIONS	Individual research assignment.
EVALUATION	Each participant will identify at least four sources which list CE major goals and will list the major goals presented in each of these sources.

WORLD OF WORK
Career Information

OBJECTIVE 4	DEMONSTRATE AN UNDERSTANDING OF USOE CAREER CLUSTERS AND RELATED TAXONOMIES.
ACTIVITY #1	Cite specific jobs or occupations identified in USOE's 15 Career Clusters and CCEM's 12 career clusters.
CONDITIONS	Large group instruction with opportunities for small group instruction.
EVALUATION	The participant will differentiate USOE's 15 career clusters and CCEM's 12 career clusters by classifying numerous jobs/occupations within either of said career clusters.
ACTIVITY #2	Brainstorm a number of jobs or occupations that utilize one academic discipline (mathematics, physics, etc.) and then classify each job in terms of the 15 USOE Career Clusters.
CONDITIONS	Small groups of four to six.
EVALUATION	The participants will identify 25 jobs or occupations and then classify each in the appropriate USOE Career Cluster.
ACTIVITY #3	Each participant, when given a list of jobs and its occupations, will classify them according to a) the USOE's 15 Career Clusters and b) the CCEM's 12 Career Clusters.
CONDITIONS	Individual assignments.
EVALUATION	All responses must agree 100 percent with the appropriate taxonomy.

WORLD OF WORK
Career Information

OBJECTIVE 5	INCREASE KNOWLEDGE OF MANPOWER NEEDS AND EMPLOYMENT TRENDS.
ACTIVITY #1	Review the manpower projection literature. Discuss the manpower projection techniques represented in the literature review and discuss strengths and weaknesses.
CONDITIONS	Large group presentation within college setting.
EVALUATION	Participants will describe one facet of manpower projection. Faculty evaluation of written report.
ACTIVITY #2	Visit an employment firm and ask them to describe the manpower projection techniques which they utilize or find most helpful.
CONDITIONS	On-site within agency or firm.
EVALUATION	Faculty evaluation of students attendance.
ACTIVITY #3	Form small groups and brainstorm concerning areas the greatest manpower need will be in the next three years. Summarize the projection of the group and describe how the projections were obtained. Present the group summary to the class for discussion. Faculty should focus upon manpower projection techniques utilized and relate these to established manpower projection techniques.
CONDITIONS	Large and small group work within college setting.
EVALUATION	Participants will describe one technique of manpower projection.

WORLD OF WORK
Career Information

OBJECTIVE 6	RELATE THE IMPLICATIONS OF EDUCATION TO THE CAREERS OF INDIVIDUALS.
ACTIVITY #1	Discuss careers projected to increase in demand which may or may not require some form of higher education.
CONDITIONS	Large group lecture with opportunity for small group discussion.
EVALUATIONS	Participants will list 10 careers that are projected to increase in demand which may or may not require some form of higher education.
ACTIVITY #2	Review the latest issue of the Occupational Outlook Handbook in order to identify careers projected to increase in demand and may or may not require some form of higher education.
CONDITIONS	Individual assignment with opportunity for small group discussion.
EVALUATION	Given a copy of the Occupational Outlook Handbook, each participant will list 10 careers projected to increase in demand which may or may not require some form of higher education.
ACTIVITY #3	Given a list of occupations, the participants will identify those which require advanced education. Participants may use any information sources available to assist with this process (i.e., interviews, DOT).
CONDITIONS	Individual assignments.
EVALUATION	All responses must agree 100 percent with the DOT.

WORLD OF WORK
Career Information

OBJECTIVE 7	ANALYZE THE IMPORTANCE OF PERSONAL CONTACTS IN OBTAINING JOBS.
ACTIVITY #1	Brainstorm the value of personal contact in obtaining a job. Have a work counselor or employer react to the results of the brainstorming process.
CONDITIONS	Large or small group sessions within college setting.
EVALUATION	Results of the brainstorming session will be evaluated by the work counselor or employer.
ACTIVITY #2	Invite an employer or panel of employers in to discuss the effect which personal contact can have on obtaining a job.
CONDITIONS	Large group presentation within college setting.
EVALUATION	Student participants will list a minimum of three effects which personal contacts can have on obtaining a job.
ACTIVITY #3	Participants will identify references which discuss the implications of personal contacts in obtaining jobs.
CONDITIONS	Independent study.
EVALUATION	Participants will identify at least three references which contain data similar to that described in activity 3.
ACTIVITY #4	Survey a random sample of undergraduates and adult workers and compare their attitudes towards the importance of personal contacts in obtaining jobs.
CONDITIONS	Committee assignments for specific responsibilities of the survey (i.e., sample selection, instrument development, followups, and data reduction and analysis).
EVALUATION	Participants will be evaluated on the quality of the techniques and procedures used in the survey. A minimum response rate of 70 percent will be required and appropriate statistical techniques must be used.

CAREER EDUCATION
World of Work

OBJECTIVE 8	DESCRIBE THE PURPOSE OF LABOR UNIONS.
ACTIVITY #1	Invite representatives from a local labor union to speak to the participants about their union, its organization and purposes.
CONDITIONS	Large group presentation and discussion.
EVALUATION	When presented with a list of purposes participants will identify those which characterize a labor union.
ACTIVITY #2	Present a historical view of the development of labor unions. Highlight the reasons for their evolution and the purpose they currently serve.
CONDITIONS	Large group presentation.
EVALUATION	Faculty evaluation of written description of the purposes which labor unions serve both past and present.
ACTIVITY #3	Individuals or small groups will a) interview several local union leaders, b) summarize the results of the interviews, and c) report the findings to a group of college students or to a faculty member. Attempt to identify common purposes.
CONDITIONS	Within a pre-arranged private setting and/or a college seminar.
EVALUATION	Participants will be rated by their peers and the faculty on the presentation.

WORLD OF WORK
Career Information

OBJECTIVE 9	IDENTIFY NON-MONITARY REWARDS OF WORK.
ACTIVITY #1	Form small groups and brainstorm the non-monitary benefits of work. Summarize group sessions in report to large group or individual faculty.
CONDITIONS	Small group discuss/large group or individual presentation within college seminar.
EVALUATION	Participant will be rated on their presentation by their peers and/or faculty supervisor.
ACTIVITY #2	Each class member will interview at least two individuals employed full time regarding the non-monitary benefits they derive from work. Interviews are to be summarized on index cards and results discussed orally in college seminar.
CONDITIONS	Individual on-site interviews and large group presentation in college seminar.
EVALUATION	Faculty evaluation of written summaries of interviews. Interviewers should have sampled varying ages and occupations.
ACTIVITY #3	Review available literature concerning the non-monitary rewards of work and prepare a list of suggested readings on the topic.
CONDITIONS	Independent or small teams of two or three participants.
EVALUATION	Each participant or team will list at least 15 references on the topic.

WORLD OF WORK
Career Information

OBJECTIVE 10	LIST POSITIVE WORK ATTITUDES.
ACTIVITY #1	List positive work attitudes and rank order these according to the importance each plays in achieving job success.
CONDITIONS	Each participant will list the work attitudes he considers important for job success and will rank these according to importance. They will then form small groups and come to a consensus on a single ranking of work attitudes.
EVALUATION	Each small group of participants will be evaluated by an observer who will rate the groups on the effectiveness with which they came to a consensus and the listing of work attitudes.
ACTIVITY #2	Survey employers to determine the reasons why they have promoted certain individuals and not promoted others. Determine the reasons why individuals have been fired from jobs.
CONDITIONS	Teams of participants will conduct individual telephone surveys using a randomly selected sample of employers. A stratified sample of large, medium sized, and small businesses will be used.
EVALUATION	The instructor will evaluate the final report prepared by each team on the basis of the adequacy of the sample and the presentation of results.
ACTIVITY #3	Read the most recent edition of Why Young People Fail to Get and Hold Jobs published by the New York Employment Service.
CONDITIONS	Individual reading assignment followed by large group discussion of the publication.
EVALUATION	Following the large group discussion, each participant will list the six major reasons why young people fail to get and hold jobs.

WORLD OF WORK
Career Information

OBJECTIVE 11	ANALYZE PROFESSIONAL OR JOB ETHICS WITHIN AN OCCUPATION.
ACTIVITY #1	A panel of personnel director and/or professionals from various career clusters will discuss professional or job ethics within their career clusters.
CONDITIONS	Large group discussion with opportunities for small group discussion.
EVALUATION	Given a specific occupation, the participants will cite in writing at least five attributes associated with professional or job ethics within an occupation.
ACTIVITY #2	Brainstorm professional or job ethics for specific occupations.
CONDITIONS	Small group discussion.
EVALUATION	Participants will select a specific occupation and list five attributes associated with professional or job ethics within an occupation.
ACTIVITY #3	Interview individuals from specified occupations about the professional or job ethics within their field. Participants should secure printed material to supplement their interviews when such material is available. Information should be organized and presented to the class for discussion.
CONDITIONS	Individual assignments followed by large group discussion.
EVALUATION	Given one of the occupations or professions discussed in class, participants will cite in writing at least five attributes associated with professional or job ethics within the given field.

WORLD OF WORK
Career Information

OBJECTIVE 12	DESCRIBE VARIOUS TYPES OF PAYROLL DEDUCTIONS.
ACTIVITY #1	Distribute sample check stubs which delineate payroll deductions and discuss the deductions represented on the check stubs.
CONDITIONS	Large group discussion.
EVALUATION	Participants will list at least three basic deductions (Federal income tax, state income tax, social security tax) and two possible deductions (i.e., union dues, savings plan, United Way).
ACTIVITY #2	Describe various types of payroll deductions discussing compulsory deductions (i.e., taxes) and employee options (savings plan, etc.).
CONDITIONS	Large group presentation.
EVALUATION	Participants will list at least three basic deductions (Federal income tax, state income tax, social security tax) and two possible deductions (i.e., union dues, savings plan, United Way).

WORLD OF WORK
Career Information

OBJECTIVE 13	DISCUSS SAFETY REGULATIONS FOR SPECIFIC INDUSTRIES.
ACTIVITY #1	Participants will research specified industries (i.e., construction, chemical, automotive, small and large engine mechanics, etc.) and prepare a written report describing the safety regulations within a selected industry. Results of reports will be shared within a class discussion.
CONDITIONS	Individual on or off-campus setting and large group on-campus setting.
EVALUATION	Faculty evaluation of written reports.
ACTIVITY #2	Describe the safety regulation for sample of specified industries (i.e., construction, large and/or small engine mechanics, heavy industry and chemical).
CONDITIONS	Large group presentation within college setting.
EVALUATION	Participants will prepare a list of safety regulations for one of the industries discussed which faculty will evaluate.
ACTIVITY #3	Show training film which emphasize safety regulations in specified industries. Discuss film and additional safety information which students have had access to (i.e., through personal experience, TV, etc.).
CONDITIONS	Large group presentation within college setting.
EVALUATION	Participants will prepare a list of safety regulations for one of the industries discussed which faculty will evaluate.
ACTIVITY #4	Participants will tour selected industries to analyze potential safety violations that exist despite existing safety regulations.
CONDITIONS	Large group tours to selected community industries.
EVALUATION	Participants will submit written reports citing potential safety violations that exist in selected industries. Reports will be discussed with, and evaluated, by the instructor.

WORLD OF WORK
Career Information

OBJECTIVE 14	DEVELOP AWARENESS OF CAREER OPPORTUNITIES.
ACTIVITY #1	Present the results of recent research dealing with projected growth occupations. Discuss these projections and relate them to the practical task of choosing a job/occupation.
CONDITIONS	Large group presentation within college setting.
EVALUATION	Participants will list 10 of the projected growth occupations in the primary labor market.
ACTIVITY #2	Analyze data presented in the Occupational Outlook Handbook (U.S. Department of Labor, 1974).
CONDITIONS	Independent study with small group discussion.
EVALUATION	Participants will list a) high growth job areas; b) advancement opportunities; c) entry requirements for occupation (i.e., high school education).
ACTIVITY #3	Review two or more sources in career awareness and career exploration and identify implications of each for planning and instructional purposes. Prepare a list of locally accessible materials and resource materials.
CONDITIONS	Large or small group presentation within college setting.
EVALUATION	Faculty evaluation of list of locally accessible career opportunity sources.

WORLD OF WORK
Career Information

OBJECTIVE 15	DESCRIBE THE RELATIONSHIP BETWEEN CE AND LEISURE TIME.
ACTIVITY #1	Brainstorm the relationship between career education and leisure time. Discuss the amounts of leisure time associated with various occupations (i.e., secretary, fireman, teacher, industrial worker). Respond to the following questions: Does this have any effect on choice of occupation? Does choice of occupation have any effect on use of leisure time?
CONDITIONS	Large group discussion in college setting.
EVALUATION	Faculty evaluation of participation or non-participation in discussion.
ACTIVITY #2	Construct a questionnaire to be administered to a number of individuals representing various facets of the labor force (i.e., unskilled, blue collar, white collar, etc.). Determine a) approximate amount of leisure time, b) preferred use of leisure time for each group and, c) if leisure time associated with a given occupation influenced career choice. Discuss the information gathered and make comparisons between responses of various individuals.
CONDITIONS	Large group, small group and individual work within private and college setting.
EVALUATION	Faculty evaluation of the procedures used in completing the questionnaire and survey and the data presented.
ACTIVITY #3	Discuss the possible benefits of using leisure time to contribute to the proficiency of selected career choices.
CONDITIONS	Small discussion groups each associated with a variety of occupations.
EVALUATION	Discussion groups will submit a written summary of how selected careers can be specifically benefited by appropriate use of leisure time.

WORLD OF WORK
Career Information

OBJECTIVE 15	DESCRIBE THE RELATIONSHIP BETWEEN CE AND LEISURE TIME (CONTINUED).
ACTIVITY #4	Through class discussion develop definitions for "vocation" and "avocation." Discuss vocational choices of individuals and compare these to their avocations.
CONDITIONS	Large group discussion.
EVALUATION	Faculty evaluation of participants definitions and the extent of their participation in the class discussion.
ACTIVITY #5	Given two definitions, one for "vocation" and one for "avocation," participants will be asked to compare the definitions and to determine what relationships exist between them.
CONDITIONS	Individually arranged private setting or large group discussion.
EVALUATION	Reports will be evaluated by peers and/or faculty supervisor. Participants will distinguish the two terms and list three ways in which they are similar and dissimilar.

SECTION B

WORLD OF WORK

CAREER IDENTIFICATION

Career Education

CAREER IDENTIFICATION

1. Discuss personal qualities which affect job success.

2. Use the Dictionary of Occupational Titles to identify and describe selected occupations.

3. Evaluate the relationship between mobility and employability.

4. Describe the potential for professional advancement and improvement within selected occupations.

5. Describe horizontal and vertical career ladders within a given career field.

6. Describe the training required in apprenticeship programs.

7. Describe specialized training required for specific occupations (i.e., secretary, cosmetologist, automobile mechanic, etc.).

8. Demonstrate awareness of alternative preparation programs available for meeting occupational entrance level requirements.

9. Compare career opportunities in the private and public sectors.

WORLD OF WORK
Career Identification

OBJECTIVE 1	DISCUSS PERSONAL QUALITIES WHICH AFFECT JOB SUCCESS.
ACTIVITY #1	Review research which identifies reasons for job loss (i.e., inability to get along with peers, frequent absenteeism, often late). Discuss the desirable characteristics which would alleviate the problem.
CONDITIONS	Large group lecture and discussion.
EVALUATION	Participants will list five desirable and five undesirable attributes which were discussed.
ACTIVITY #2	Interview several employers to ascertain what characteristics they consider desirable for job success and the most common causes of job loss at their establishment. Summarize the results of the interviews.
CONDITIONS	On-site interviews or within a college seminar.
EVALUATION	Faculty evaluation of written description of interview with summary statement enumerating desirable and undesirable work characteristics.
ACTIVITY #3	Have participants form small groups and instruct them to discuss desirable and undesirable attributes which affect job success. Conclusions should be summarized and referenced with supporting research.
CONDITIONS	Small group discussion with a written report.
EVALUATION	Reports should include at least six attributes which affect job success with each supported by reference citation.

WORLD OF WORK
Career Identification

OBJECTIVE 2	USE THE DICTIONARY OF OCCUPATIONAL TITLES TO IDENTIFY AND DESCRIBE OCCUPATIONS.
ACTIVITY #1	Use the DOT in obtaining information about specific occupations.
CONDITIONS	Individual assignment with opportunity for small group discussion.
EVALUATION	Participants will select three occupations they are interested in and will use the DOT in listing at least six major worker trait components for each job.
ACTIVITY #2	Participants will brainstorm major worker trait components for several occupations.
CONDITIONS	Small group discussion.
EVALUATION	After brainstorming six worker trait components for six similar occupations, the participants will use the DOT and Occupational Outlook Handbook to validate the components.
ACTIVITY #3	Discuss the classification system used in the DOT.
CONDITIONS	Large group lecture.
EVALUATION	Each participant will describe the cooling system used to classify occupations in the DOT. The description should identify the significance of each digit in the six digit figure.

WORLD OF WORK
Career Identification

OBJECTIVE 3	EVALUATE THE RELATIONSHIP BETWEEN MOBILITY AND EMPLOYABILITY.
ACTIVITY #1	Discuss the changing nature of the job market in terms of worker flexibility, mobility, and employability.
CONDITIONS	Large group lecture with opportunity for small group discussion.
EVALUATION	Participants will identify in writing six reasons for changing jobs.
ACTIVITY #2	Interview several workers from various career clusters to determine their mobility.
CONDITIONS	Individual interviews with opportunity for small group discussion.
EVALUATION	Participants will interview four workers from at least two different career clusters to determine the number of employment changes they have made and specific reasons for these changes.
ACTIVITY #3	Invite a representative from the Department of Labor in to discuss projections regarding the job market and relate these projects to factors such as worker flexibility, mobility and employability.
CONDITIONS	Large group presentation and discussion.
EVALUATION	Participants will list three occupations and three areas of the country where manpower needs are expected to increase.

WORLD OF WORK
Career Identification

OBJECTIVE 4	DESCRIBE THE POTENTIAL FOR PROFESSIONAL ADVANCEMENT AND IMPROVEMENT WITHIN SELECTED OCCUPATIONS.
ACTIVITY #1	Interview employees or employers regarding potential for professional advancement.
CONDITION	Individual interviews with opportunity for small group discussion.
EVALUATION	Participants will interview six employees or employers within one career cluster and rate the potential for professional advancement and improvement within three occupations.
ACTIVITY #2	A panel of employers from a specific career cluster will discuss the potential for professional advancement and improvement within several selected occupations.
CONDITIONS	Large group presentation.
EVALUATION	Given a list of 12 occupations from one career cluster, the participant will describe in writing the potential for professional advancement and improvement within three occupations.
ACTIVITY #3	Invite representatives from employment agencies to discuss opportunities for advancement within given occupations and techniques individuals can use to determine whether an occupation will afford opportunity for improvement.
CONDITIONS	Large group presentation with opportunity for questions and answers.
EVALUATION	On the basis of information obtained during class discussion participants within given occupations. Participant ratings should approximate the ratings given by the representative experts from the employment agencies.

WORLD OF WORK
Career Identification

OBJECTIVE 5	DESCRIBE HORIZONTAL AND VERTICAL CAREER LADDERS WITHIN A GIVEN CAREER FIELD.
ACTIVITY #1	Discuss various horizontal and vertical career ladders within a specific career field.
CONDITIONS	Large group lecture with opportunity for small group discussion.
EVALUATION	Given a specific career field, the participant will sketch and label either a horizontal or vertical career ladder.
ACTIVITY #2	Interview employees or employers regarding horizontal and vertical career ladders within a specific career field.
CONDITIONS	Individual assignment with opportunity for small group discussion.
EVALUATION	Given a specific career field, the participant will sketch and label either a horizontal or vertical career ladder.
ACTIVITY #3	Discuss the Career Opportunities Program supported by the USOE as it relates to the career ladder concept. Describe the historical precedents and the future prospects for activity in this area in view of current decreases in funding for such programs.
CONDITIONS	Large group lecture.
EVALUATION	Participants will complete a two or three page essay describing the major points presented in the lecture.

WORLD OF WORK
Career Identification

OBJECTIVE 6	DESCRIBE THE TRAINING REQUIRED IN AN APPRENTICESHIP PROGRAM.
ACTIVITY #1	Describe the concept of an apprenticeship (i.e., learning a craft under the tutelage of a skilled worker). Give examples of the training and experience required by given crafts. Class will compare the examples and list the major components of an apprenticeship.
CONDITIONS	Large group lecture with class discussion.
EVALUATION	Participants will: a) define the term apprenticeship, and b) describe the major components of an apprenticeship (i.e., work with a master craftsman, prescribed period of time, evaluation).
ACTIVITY #2	Participants either individually or in small groups of two to four, will contact a trade union and interview representatives about their apprenticeship programs. Groups will summarize the results of their interviews and identify common characteristics of various apprenticeship programs.
CONDITIONS	Pre-arranged private setting and within a college seminar.
EVALUATION	Participant groups will be rated on their presentation by their peers and the faculty supervisor.
ACTIVITY #3	A panel of craftsmen representing various crafts will discuss the concept of an apprenticeship, and describe the apprenticeship for their craft. The major components of an apprenticeship should be emphasized (i.e., work with a master craftsman, prescribed period of time, evaluation, etc.).
CONDITIONS	Large group presentation within a college seminar.
EVALUATION	Participating students will identify the major components of an apprenticeship program.

WORLD OF WORK
Career Identification

OBJECTIVES 7	DESCRIBE SPECIALIZED TRAINING REQUIRED FOR SPECIFIC OCCUPATIONS.
ACTIVITY #1	Individuals or small groups of two or three participants will interview trainers from specialized occupational training schools (i.e., secretary, cosmotologist, auto mechanic) regarding the training required for their occupations. Results should be recorded and shared with the larger group.
CONDITIONS	Individual interviews and large group presentation within college setting.
EVALUATION	Reports should be evaluated by faculty and should a) describe the training; b) delineate the sequence; c) specify the time requirement; d) enumerate prerequisite for qualifying for training; and e) give graduation requirements.
ACTIVITY #2	Invite representatives from various specialized occupational training program (i.e., secretary, cosmotologist, auto mechanics) to discuss requirements for respective training programs.
CONDITIONS	Large group presentation.
EVALUATION	Students will choose two occupations and submit a written report describing the required training. Reports should a) describe the training, b) delineate the sequence, c) specify time requirements, d) enumerate prerequisite for qualifying for training and e) give graduation requirements.

WORLD OF WORK
Career Identification

OBJECTIVE 8	DEVELOP AN AWARENESS OF ALTERNATIVE PREPARATION PROGRAMS AVAILABLE FOR MEETING ENTRANCE LEVEL REQUIREMENTS.
ACTIVITY #1	Visit selected agencies and work preparation programs (i.e., vocational high schools, Office of Vocational Rehabilitation, etc.). Discuss trips and develop a list of local career preparation programs which assist clients in gaining entrance level job requirements.
CONDITIONS	On-site in agencies/programs and large group discussion within college setting.
EVALUATION	Faculty evaluation of list of local career preparation programs based on the completeness of list.
ACTIVITY #2	Interview career counselors and identify occupational preparation programs which assist individuals in meeting entrance level job requirements.
CONDITIONS	On-site interviews or a college setting.
EVALUATION	Participants will prepare a list of local career preparation programs. Faculty will evaluate list on the basis of its completeness.
ACTIVITY #3	Randomly select the names of 25 individuals from Who's Who in America. Read their bibliographies and determine how many of them attained their current position in a conventional or nonconventional pattern.
CONDITIONS	Independent study with a committee of four participants to summarize the data.
EVALUATION	The committee will present summary data indicating the parcentages of individuals who attained their current positions by using an alternative or nonconventional entry level position.

WORLD OF WORK
Career Identification

OBJECTIVE 9	COMPARE CAREER OPPORTUNITIES IN THE PRIVATE AND PUBLIC SECTOR.
ACTIVITY #1	Examine advertisements for franchise businesses in the Sunday edition of the New York Times and write letters to at least five different operations to obtain data concerning the cost and procedures involved in establishing this type of business.
CONDITIONS	Small groups of three or four participants with a report to the entire group.
EVALUATION	Each group will list the procedures which should be followed in establishing a franchise business and will provide comparative cost data for each. The franchises should be listed in rank order according to potential desirability of the business.
ACTIVITY #2	Invite representatives from several small businesses to participate in a panel discussion concerning the advantages and disadvantages of operating a small business.
CONDITIONS	Large group panel discussion with time allocated for a question and answer period. The presentation should be audiotaped for future reference.
EVALUATION	Following the panel presentation, each participant will summarize the advantages and disadvantages of operating a small business.
ACTIVITY #3	Interview representatives from bargining agents which represent public or civil service employee groups concerning the current status of their negotiations. Investigate possible changes in wages and fringe benefits and potential employment possibilities.
CONDITIONS	Individual or small team assignments with a written summary report to the entire group.
EVALUATION	Each participant or team should interview two representatives of public employee groups and should compare the current status of wages, fringe benefits, and potential employment possibilities. These data should be summarized and compiled into a report for the entire group.

SECTION C

WORLD OF WORK

PLACEMENT

Career Education

PLACEMENT

1. Identify job placement skills.

2. Describe hiring procedures used by employers.

3. Identify student placement and referral services.

4. Describe the salary range and fringe benefits within career fields.

5. Describe major functions of state and private employment agencies.

6. Identify organizations which provide job placement information.

7. Describe skills required for obtaining jobs.

    a) Prepare a resume.

    b) Request an appointment for a job interview.

    c) Write a letter of application for a job.

    d) Complete a job application form.

    e) Identify sources from which information leading to job placement can be obtained. (i.e., newspapers, telephone or industrial directories, placement offices, etc.)

    f) Develop skill in using interview techniques.

8. Explain the purpose of legal papers required for employment (i.e., Social Security card, working papers).

WORLD OF WORK
Placement

OBJECTIVE 1	IDENTIFY JOB PLACEMENT SKILLS.
ACTIVITY #1	Brainstorm the job placement skills which are required for specific occupations.
CONDITIONS	Small group meeting.
EVALUATION	Given a specific occupation, the participants will list 10 job placement skills.
ACTIVITY #2	Interview directors of personnel and varied employers regarding specific job placement skills.
CONDITIONS	Individual interviews with opportunities for small group discussions.
EVALUATION	Each participant will interview two employers and share the results in small group meetings with team members.
ACTIVITY #3	Complete a task analysis of a selected job. Individual analyses will be presented to the class for discussion and compared with information about that job obtained from the DOT.
CONDITIONS	Individual assignments and large group discussion.
EVALUATION	Analysis must contain all of the major traits or skills required by the given job.

WORLD OF WORK
Placement

OBJECTIVE 2	DESCRIBE HIRING PROCEDURES USED BY EMPLOYERS.
ACTIVITY #1	Select a panel of personnel directors and employers to discuss their hiring procedures.
CONDITIONS	Large group meeting with opportunities for small group meeting.
EVALUATION	When presented with a large group discussion on hiring procedures, the participants will list five major procedures utilized by each of the employers or personnel directors.
ACTIVITY #2	Interview directors of personnel and various employers regarding specific hiring procedures.
CONDITIONS	Small group activity or individual interviews.
EVALUATION	Each participant will interview two employers or directors of personnel and share the results in small group meetings.
ACTIVITY #3	Assign individual students to examine specific hiring procedures followed by given employers. Later, the individual (with the assistance of fellow participants) will role play these procedures for the class. When role plays are completed, have class discuss differences and similarities in the procedures and possible methods for preparing students to cope with these procedures.
CONDITIONS	Individual assignments, small group role play and large group discussion.
EVALUATION	Participants will submit a written report describing at least three features which the hiring procedures represented in the role plays had in common.

WORLD OF WORK
Placement

OBJECTIVE 3	IDENTIFY STUDENT PLACEMENT AND REFERRAL SERVICES.
ACTIVITY #1	Tour the local college placement office and obtain a list of procedures for using said service.
CONDITIONS	Small group meeting.
EVALUATION	While visiting the local college placement office, the participant will eitner obtain or write a list of procedures for using said services.
ACTIVITY #2	General discussion of services provided by the local placement office.
CONDITIONS	Large group meeting.
EVALUATION	Each participant will list four services provided by the local college placement office.
ACTIVITY #3	Invite a representative from the local college placement office to describe procedures for using the office, as well as the strengths and weaknesses of the system.
CONDITIONS	Large group discussion.
EVALUATION	Each participant will visit the placement office, obtain an application for a special service, and complete the form satisfactorily.

WORLD OF WORK
Placement

OBJECTIVE 4	DESCRIBE THE SALARY RANGE AND FRINGE BENEFITS WITHIN CAREER FIELDS.
ACTIVITY #1	A panel of employers will describe the salary range and fringe benefits within specific career fields.
CONDITIONS	Large group meeting with opportunities for small group discussions.
EVALUATION	Participants will list the specific salary range and fringe benefits for three occupations.
ACTIVITY #2	Review the latest issue of the U.S. Department of Labor's publication titled, Occupational Outlook Handbook in terms of specific career fields which are of interest to the participants.
CONDITIONS	Individual assignment with opportunity for small group discussion.
EVALUATION	Given a copy of the Occupational Outlook Handbook, each participant will list the salary range and fringe benefits for five occupations.
ACTIVITY #3	Interview personnel directors, employers and union representatives regarding the salary range and fringe benefits within their respective career fields. Information obtained should be summarized for the class. The class will compare the interview information with information available in the latest issue of the Occupational Outlook Handbook.
CONDITIONS	Individual assignments and large group presentation.
EVALUATION	Each participant will list the salary range and fringe benefits for three occupations and indicate whether the information was obtained during an interview or from the Occupational Outlook Handbook.

WORLD OF WORK
Placement

OBJECTIVE 5	DESCRIBE MAJOR FUNCTIONS OF STATE AND PRIVATE EMPLOYMENT AGENCIES.
ACTIVITY #1	Discuss contacts which class members have had with state and private employment agencies. Summarize discussion focusing on portions which described the functions of each type agency adding major information not covered in the discussion and summary.
CONDITIONS	Large group/small group discussion.
EVALUATION	Participants will list four major functions of state and private employment agencies.
ACTIVITY #2	Assign participants to small groups instructing each to explore contacts with employment agencies and record major functions which are identified. Reform into large group to summarize/analyze information and add major functions not covered.
CONDITIONS	Large group/small group discussion.
EVALUATION	Participants will list four major functions of state and private employment agencies.
ACTIVITY #3	Each student will assume the role of a client and contact an employment agency. Experience and information gain regarding agencies will be shared in a class discussion.
CONDITIONS	Individual contacts on site in agencies followed by large group discussion.
EVALUATION	Participants will secure and present information regarding: a) functions of agency, and b) quality of interactions with agency.

WORLD OF WORK
Placement

OBJECTIVE 6	IDENTIFY ORGANIZATIONS WHICH PROVIDE JOB PLACEMENT INFORMATION.
ACTIVITY #1	Visit the library reference room and review resources which list information on local employment agencies (i.e., Employment Directions).
CONDITIONS	Small groups of three to five participants.
EVALUATION	Participants will list in writing the names and addresses of 10 local employment agencies.
ACTIVITY #2	Read the Sunday want-ads in several local and at least two out-of-town newspapers. Cut out six advertisements from the local and out-of-town newspapers.
CONDITIONS	Individual assignments with reports to the total group.
EVALUATION	Participants will list and describe the kinds of jobs advertised by the employment agencies, including information on salaries and fringe benefits, when available.
ACTIVITY #3	Visit the State Employment Office and interview the director of the office or his immediate assistant and at least one counselor.
CONDITIONS	A team of three participants will report to the total group.
EVALUATION	The team presentation will be evaluated by each individual in the group. Eighty percent or more of the participants must rate the report as satisfactory.

WORLD OF WORK
Placement

OBJECTIVE 7A	PREPARE A RESUME.
ACTIVITY #1	Examine several prototype resumes. Discuss the need of considering the position when choosing a resume format.
CONDITIONS	College seminar or individual setting.
EVALUATION	Given a description of a hypothetical position, the participant will prepare a resume to be evaluated by a faculty member or panel of peers.
ACTIVITY #2	Each participant will be given a description of a hypothetical position and instructed to choose a resume for the job from a variety of resumes which will be made available. Participants will give a rationale for their choice of format, emphasizing the need to consider the job when developing a resume.
CONDITIONS	Within pre-arranged private setting or college seminar.
EVALUATION	Faculty or peer evaluation of resume selected based on whether the information contained in the resume and the format used is appropriate for the job.
ACTIVITY #3	Prepare a resume appropriate for the following individuals for use as models for high school students: a) business major who completed a secretarial program and has had two summers of experience as a sales clerk in a department store; b) automobile mechanics major who has worked for one year part-time in local gas station.
CONDITIONS	Teams of three or four individuals.
EVALUATION	Faculty evaluation of the resumes which should describe academic and work experience, as well as personal interests.

WORLD OF WORK
Placement

OBJECTIVE 7B	REQUEST AN APPOINTMENT FOR A JOB INTERVIEW.
ACTIVITY #1	Discuss appropriate etiquette for business calls and the basic information required to make an appointment for a job interview by phone. Have several pairs of individuals role play making an appointment for a job interview by phone.
CONDITIONS	Large group discussion with opportunity to role play.
EVALUATION	Participants will be rated by their peers. Criteria include appropriate phone etiquette, and exchange of essential information.
ACTIVITY #2	Allow participants to listen to a tape of three individuals making an appointment for a job interview by telephone. Discuss impressions which each applicant made on members of the class. Emphasize appropriate telephone manners and basic information needed to make an appointment by phone.
CONDITIONS	Large group presentation and discussion.
EVALUATION	Participants will list important points to remember when making an appointment by phone. List should include information discussed in class.
ACTIVITY #3	Write a letter to a major industry in the area requesting an appointment for a job interview. Summarize briefly your reasons for seeking an appointment with the director of personnel.
CONDITIONS	Individual assignment and large group discussion. The participants will share their letters with several other participants for their reactions.
EVALUATION	The instructor and other participants will rate the letters on the basis of conciseness and appropriateness.

WORLD OF WORK
Placement

OBJECTIVE 7C	WRITE A LETTER OF APPLICATION FOR A JOB.
ACTIVITY #1	Given a newspaper, participants will choose a prospective job from the want ads and write a letter applying for the job.
CONDITIONS	College seminar and/or a pre-arranged private setting.
EVALUATION	Letter should include: a) reference to the job for which application is being made, b) description of applicants qualifications for the given job, c) correct format (i.e., address, heading, salutation, return address, etc.).
ACTIVITY #2	Given a variety of job descriptions, participants will divide into groups of two or three, each group taking one job description, and write a letter of application for that job. The total group will reconvene and share letters with the class via an opaque projector.
CONDITIONS	Small group/large group discussion within a college seminar.
EVALUATION	Peer evaluation that letters contain: a) reference to the job being applied for, b) description of applicant's qualifications for the given job, c) correct format.
ACTIVITY #3	Develop several model letters of applications which would be appropriate for the following: a) elementary school teacher, b) management trainee with New York Telephone Company, c) Sears Roebuck sales position, and d) life insurance salesman with Metropolitan Life.
CONDITIONS	Teams of three or four participants.
EVALUATION	Faculty evaluation of each letter based on criteria established by the total group after large group discussion.

WORLD OF WORK
Placement

OBJECTIVE 7D	COMPLETE A JOB APPLICATION FORM.
ACTIVITY #1	Present a selection of job application forms on an overhead projector identifying common information. Each individual should complete at least one of the sample forms.
CONDITIONS	Large group discussion with opportunity for individual practice in completing job application.
EVALUATION	Faculty or peer evaluation of completed form. Criterion form completed accurately with all appropriate information.
ACTIVITY #2	Given a selection of three different job application forms, participants will complete each form. Upon completion, individuals will identify and discuss common information which all three forms required.
CONDITIONS	Within college seminar and/or pre-arranged private setting.
EVALUATION	Faculty or peer evaluation of criterion forms which should be completed accurately with all appropriate information.
ACTIVITY #3	Participants will contact a prospective place of employment and request a job application form. They will complete the form and return it to the faculty supervisor.
CONDITIONS	On site setting.
EVALUATION	Faculty and/or peers observation that the individual has a job application form completed accurately.

WORLD OF WORK
Placement

OBJECTIVE 7E	IDENTIFY SOURCES FROM WHICH INFORMATION LEADING TO JOB PLACEMENT CAN BE OBTAINED.
ACTIVITY #1	Present various sources of information leading to job placement and allow group to discuss requirements, merits, and limitations of each. Include a) public sources (i.e., newspaper, bulletin boards, industrial directories, etc.) b) private agencies, c) state agencies, d) key individuals.
CONDITIONS	Large group presentation and discussion.
EVALUATION	Participants will list a minimum of four general sources of information leading to job placement and give at least one specific example for each.
ACTIVITY #2	Interview several individuals holding a) white collar, b) blue collar, and c) unskilled labor positions regarding how they found their jobs and sources for securing information about job openings in their area. Summarize the result of these interviews in an oral report to a group of college students or to a faculty member.
CONDITIONS	Interviews could be conducted by individuals or small teams of two or three participants in on-site and/or informal settings.
EVALUATION	Faculty evaluation based upon completeness of the report and appropriateness of the sources of placement information. Sources should include a) public services (i.e., newspapers, bulletin boards, etc.) b) private agencies, c) state agencies, d) key individuals.
ACTIVITY #3	Use a questionnaire to survey selected industries to determine number and type of job openings.
CONDITIONS	Individual presentations to small/large groups of participants.
EVALUATION	Each participant will survey at least 10 related industries to determine number and type of job openings.

WORLD OF WORK
Placement

OBJECTIVE 7F	DEVELOP SKILL IN USING INTERVIEW TECHNIQUES.
ACTIVITY #1	Visit the placement office on campus and discuss interview techniques with a placement counselor. Consideration should be given to a) hints for interview preparation; b) dress; c) manners; and d) current trends in interview questions.
CONDITIONS	Within a pre-arranged private setting and/or college seminar.
EVALUATION	Participants will list three specific examples for each of the above listed areas.
ACTIVITY #2	Participants, individually or in small groups of two or three, will visit a) college placement office, b) private placement agency, c) state agency, d) commercial personnel officers and d) small business employers to secure information (in print or verbal form) regarding effective job interview behavior. Results will be summarized and reported to a faculty member or college seminar.
CONDITIONS	Pre-arranged private setting and/or college seminar.
EVALUATION	Participants will be rated by their peers and/or the faculty on their presentation.
ACTIVITY #3	Discuss appropriate interview behavior stressing preparation for interview, appropriate dress and manners, and possible interview question. Choose members of the class to role play job interviews and discuss each role play.
CONDITIONS	Large group/small group discussion and/or role play.
EVALUATION	Class as a group will evaluate the role play situations determining appropriate and inappropriate behaviors.

WORLD OF WORK
Placement

OBJECTIVE 8	EXPLAIN THE PURPOSE OF SELECTED LEGAL PAPERS REQUIRED FOR EMPLOYMENT.
ACTIVITY #1	Present class members with application forms for selected legal papers required for employment (i.e., Social Security, working papers for individuals under 18 years of age). Discuss purpose of each and have participant fill out form.
CONDITIONS	Large group/individual work within college seminar.
EVALUATION	Participants will complete application forms and return to faculty.
ACTIVITY #2	Accompany a high school student to the State Employment Office and assist the individual in making application for legal papers required for employment. Analyze the experience and report the results to a group of college students and/or faculty members.
CONDITIONS	Individual contacts on-site in agency followed by small group or individual reports in college setting.
EVALUATION	Summary must list required papers, delineate requirements and procedures for obtaining papers.
ACTIVITY #3	During a lecture enumerate the legal papers required for employment and describe their purpose.
CONDITIONS	Large group presentation.
EVALUATION	Each participant will list and describe the major purpose of at least three legal papers required for employment.

SECTION D

WORLD OF WORK

THEORETICAL MATERIAL

Career Education

THEORETICAL MATERIAL

1. Develop a knowledge of the historical and philosophical foundations of career education.

2. Develop a knowledge of the sociological foundations of career education.

    a) Identify contemporary problems which led to proposals for career education.

    b) Develop understanding of racial or sexual sterotyping on careers.

    c) Analyze the problem of worker alienation.

    d) Relate the implications of societal groups in the community to career education.

3. Identify psychological factors which influence career choice.

4. Describe the relationship among aptitude, personality, ability, and career choice.

5. Describe the relationship between interests and career choice.

6. Identify major theories of career development.

7. Develop an understanding of human development as related to career development.

8. Distinguish between career education, career guidance, and career counseling.

WORLD OF WORK
Theoretical Material

OBJECTIVE 1	DEVELOP A KNOWLEDGE OF THE HISTORICAL AND PHILOSOPHICAL FOUNDATIONS OF CE.

ACTIVITY #1	Discuss the relationship between CE, the growth of educational testing and the trait/factor approach in counseling.
CONDITIONS	Large group lecture/discussion.
EVALUATION	Participants will outline key historical events related to the development of educational testing and the trait (factor) counseling approach.

ACTIVITY #2	Participants will form small groups of five to eight individuals to react to the following criticisms which have historically been leveled against the schools. 1. Traditionally schools have neglected individuals particularly the poor and low ability. 2. Education has not maintained high standards. 3. Schools have not placed sufficient emphasis on basic education (reading, mathematics, etc.). 4. Schools have not been effectively organized for effective instruction.
CONDITIONS	Small group discussion
[illegible]UATION	Peer evaluation of responses

ACTIVITY #3	Describe the development of the guidance movement and vocational counseling as related to CE.
CONDITIONS	Large group lecture/discussion
EVALUATION	Participants will complete a multiple choice quiz based on material covered in activity 2.

WORLD OF WORK
Theoretical Material

OBJECTIVE 1	DEVELOP A KNOWLEDGE OF THE HISTORICAL AND PHILOSOPHICAL FOUNDATIONS OF CE (CONTINUED).
ACTIVITY #4	Discuss attitudes toward the theory of occupational choice and selection of employees prior to 1951 (placing emphasis on Parson and Williamson) and subsequent to 1951 (emphasizing theorists such as Ginzberg, O"Hara, Tiedeman, and Super).
CONDITIONS	Large group lecture/discussion.
EVALUATION	Multiple choice quiz and/or essay questions.
ACTIVITY #5	Compare feelings toward work of various historical periods distinguishing between pre- and post-Renaissance attitudes with emphasis on the implications of the "Protestent work ethic on CE.
CONDITIONS	Library research and selected readings.
EVALUATION	Faculty evaluation of research report ranging from 10 to 15 typewritten pages.
ACTIVITY #6	Review the major CE programs and approaches in the United States from the 17th century to the mid-20th century. Distinguish whenever possible among the major geographical regions of the nation.
CONDITIONS	Organize into three groups with one group assigned to each of the following areas: the South, the Northwest, and the West. Each group should develop a short paper relating the major historical CE approaches used in their geographic region to the dominant trends and issues of society during specific historical periods. Papers will be presented to each group.
EVALUATION	Each group and the instructor will rate the paper as superior, average, or poor. Any paper rated poor should be redone until a majority of the raters judge it as average in quality.

WORLD OF WORK
Theoretical Material

OBJECTIVE 2	IDENTIFY SOCIOLOGICAL FACTORS WHICH INFLUENCE CAREER CHOICE.
ACTIVITY #1	Participants will discuss sociological factors which may affect career choice.
CONDITIONS	Large and small group discussion.
EVALUATION	Participants will list four sociological factors which may affect career choice and describe the type of influence each may have.
ACTIVITY #2	Describe the effect of SES on career choice by describing specific instances in which the socioeconomic status of an individual's family helped or limited an individual in a career. Data should be gathered through a series of interviews.
CONDITIONS	Individual or team interviews.
EVALUATION	Faculty evaluation of data gathered.
ACTIVITY #3	Discuss the influence of population on career opportunities.
CONDITIONS	Invite a speaker from the Bureau of Labor Statistics to discuss how current demographic trends will affect opportunities in selected occupational fields over the next ten years.
EVALUATION	Faculty evaluation of short paper completed by each student.

WORLD OF WORK
Theoretical Material

OBJECTIVE 2A	IDENTIFY CONTEMPORARY PROBLEMS WHICH LED TO PROPOSALS FOR CE.
ACTIVITY #1	Participants will identify three major educational movements which have influenced American education since 1957. (See L.J. Bailey and R. Stadt. Career Education: New Approaches to Human Development, Bloomington, Ill.: McKnight, 1973).
CONDITIONS	Large group/small group discussion.
EVALUATION	Participants will name and describe the following movements: a) Post-Sputnik theme of excellence, b) Mid-1960's theme of relevance, c) 1970's theme of accountability. The implications will be related to CE.
ACTIVITY #2	Participants will need at least two of the following references which have criticized the structure of the schools and will complete an analytical review of each stressing the implications for CE. Other books may be substituted with permission of the instructor. Featherstone, J. Schools Where Children Learn, New York: Liveright, 1971. Glasser, W. Schools Without Failure, New York: Harper and Row, 1970. Illich, I. Deschooling Society, New York: Harper and Row, 1970. Kohl, H.R. The Open Classroom, New York: Random House, 1970. Leonard, G. Education and Ecstasy, New York: Dell Publishing, 1969.
CONDITIONS	Independent Study
EVALUATION	Faculty evaluation of book review according to pre-established criteria discussed with participants.

WORLD OF WORK
Theoretical Material

OBJECTIVE 2A	IDENTIFY CONTEMPORARY PROBLEMS WHICH LED TO PROPOSALS FOR CE (CONTINUED).
ACTIVITY #3	Prepare a list of problems in America which relate to workers and the world of work.
CONDITIONS	As a group develop a master list of problems by brainstorming, after which the problems should be refined and clarified in small group. These groups should categorize these problems into major areas and demonstrate the relationship between these and CE.
EVALUATION	Each group will identify and categorize the major contemporary problems which led to CE proposals.

WORLD OF WORK
Theoretical Material

OBJECTIVE 2B	DEVELOP UNDERSTANDING OF RACIAL OR SEXUAL STEREOTYPING ON CAREERS.
ACTIVITY #1	Organize a panel discussion which involves resource personnel from the community who are competent to discuss the effects of race and/or sex stereotyping in relation to work. Select individuals who have been active with groups involved in civil rights or feminist activities.
CONDITIONS	Panel discussion before large group with opportunity for question and answer period.
EVALUATION	Use a semantic differential to measure attitudes of individuals on a pre-post test basis towards racial and sexual stereotyping in careers.
ACTIVITY #2	Read The Feminine Mystique by Betty Friedan, The Second Sex by Simone de Beauvoir, or The Female Eunuch by Germaine Greer. Prepare a brief report of five to 10 typewritten pages analyzing the book and its implications towards CE.
CONDITIONS	Independent study.
EVALUATION	Reports will be rated on the basis of "A" superior, "B" above average, "C" average, and "E" unsatisfactory.
ACTIVITY #3	Discuss the implications of the work of career development theorists for women. Include the limitations of the work of E. Ginzberg, et al. Occupational Choice: An Approach to a General Theory (1951) and D. Super, The Psychology of Careers, 1957, as opposed to the work of M. C. Mulvey, "Psychological and sociological factors in prediction of career patterns in women.. Genetic Psychological Monograph, 1963, 68, 309-386, and D. G. Zytowski, "Toward a theory of career development for women," Personnel and Guidance Journal, 1969, 47, 660-664.
CONDITIONS	Summarize the implications in a 10 page report.
EVALUATION	See evaluation for activity #2.

WORLD OF WORK
Theoretical Material

OBJECTIVE 2B	DEVELOP UNDERSTANDING OF RACIAL OR SEXUAL STEREOTYPING ON CAREERS (CONTINUED).
ACTIVITY #4	Conduct a literature search to determine the historical implications of racial and sexual stereotyping and the current societal impact of these practices.
CONDITIONS	Independent or team library research with a 10 to 15 page written review of literature.
EVALUATION	See evaluation for activity # 2.
ACTIVITY #5	Interview selected individuals in varied types and levels of jobs (include skilled, unskilled, managerial, and professional positions) to determine the extent to which race or sex bias has affected their careers.
CONDITIONS	Individuals of small teams of participants will gather the data on-site and will report to the entire group.
EVALUATION	Reports will be rated as satisfactory or unsatisfactory by each participant. A minimum of 80 percent of the ratings must be satisfactory.
ACTIVITY #6	Complete a content analysis of current television programs and advertisements to determine the degree to which racial and sexual sterotyping occurs.
CONDITIONS	Individual assignments to individuals who will randomly select segments of television shows during a one week period. After the observations a committee will collate the data and present a summary report to the class.
EVALUATION	Instructor will rate the report as satisfactory or unsatisfactory.

WORLD OF WORK
Theoretical Material

OBJECTIVE 2C ANALYZE THE PROBLEM OF WORKER ALIENATION.

ACTIVITY #1	Participants will discuss the implications of worker alienation and CE.
CONDITIONS	Participants will complets related readings (i.e., S. Terkel, Working, New York: Pantheon Books, 1972) prior to large/small group discussion.
EVALUATION	Faculty and peer evaluation of quality of participation.

ACTIVITY #2	Participants will view selected video tapes (In White Collar America and Blue Collar Trap, NBC White Papers, 1972).
CONDITIONS	Small group/large group discussion
EVALUATION	Faculty/peer evaluation of activity

ACTIVITY #3	Participants in groups of four or five will discuss the problem of alienation with particular emphasis on definition of terms and gathering of valid data. In a large group (25 or 30) participants will develop an interview schedule appropriate for collecting data on worker alienation.
CONDITIONS	Small/large group
EVALUATION	Faculty rating of instrument developed by group.

ACTIVITY #4	Participants will form teams of two or three individuals and will interview two workers from different occupational fields. They will use interview schedules developed in activity 3.
CONDITIONS	Teams will gather date which will be shared with large group.
EVALUATION	Faculty rating of data gathered.

WORLD OF WORK
Theoretical Material

OBJECTIVE 3	IDENTIFY PSYCHOLOGICAL FACTORS WHICH INFLUENCE CAREER CHOICE.
ACTIVITY #1	Participants will list psychological factors which may influence career choice such as aptitude, intelligence, personality, emotional adjustment) and will describe possible ways in which this influence may become evident.
CONDITIONS	Library research followed by large group discussion.
EVALUATION	Participants will list four psychological factors and describe how each could influence career choice.
ACTIVITY #2	Discuss varied types of instruments which can be used to assess personality.
CONDITIONS	Large group lecture followed by opportunity to examine test files in a testing center and to examine reviews of specified tests in Buros MMY.
EVALUATION	Participants will list, describe, and evaluate the strengths and limitations of five instruments used to assess personality.
ACTIVITY #3	Describe how Maslow's hierarcy of need related to CE.
CONDITIONS	Participants will read A. H. Maslow, Motivation and Personality, New York: Harper and Row, 1954 prior to class period. During class a lecture method and large group discussion will be used to relate the hierarcy of needs ot CE.
EVALUATION	Participants will list in order from high to low the five basic needs and will give examples how each need relates to career choice.

WORLD OF WORK
Theoretical Material

OBJECTIVE 4	DESCRIBE THE RELATIONSHIP AMONG APTITUDE, PERSONALITY, ABILITY AND CAREER CHOICE.

ACTIVITY #1	Participants will distinguish between aptitude and ability and will identify instruments which will measure specific and general aptitudes and abilities.
CONDITIONS	Large group lecture and discussion
EVALUATION	a) Each participant will define the following terms: ability, specific aptitude, general aptitude. b) When presented with a list of names of instruments, each participant will identify those instruments which measure aptitude and ability, indicating when appropriate the specific aptitude which is measured.

ACTIVITY #2	Interview a personnel director of a private corporation to determine which aptitudes and abilities are required for various levels of jobs.
CONDITIONS	Individuals or teams will gather data and report back to large group.
EVALUATION	Faculty and peer evaluation of data and presentation.

ACTIVITY #3	Describe personality traits and define aptitude.
CONDITIONS	A. Large group lecture/discussion. B. Each participant list major personality traits and aptitudes that relate to career choice. C. Material is compared and discussed by the group and the instructor introduces other data relevant to the topic.
EVALUATION	Examination covering material from presentation and evaluation of group participation.

WORLD OF WORK
Theoretical Material

OBJECTIVE 4	DESCRIBE THE RELATIONSHIP AMONG APTITUDE, PERSONALITY, ABILITY AND CAREER CHOICE (CONTINUED).
ACTIVITY #4	Patricipants will read C. Jencks, Inequality, A Reassment of the Effect of Family and Schooling in America. New York: Basic Books, 1972, as it discusses the relationship between ability, education, and career success.
CONDITIONS	Independent reading and large group discussion.
EVALUATION	Each participant will demonstrate on understanding of the data presented by Jencks on the relationship between ability, education, and career success.
ACTIVITY #5	Participants will role play a guidance counselor who is meeting with a parent to discuss the vocational/ educational goals of a junior high school student.
CONDITIONS	Participants will form groups of three in which one individual will role play a parent and another a guidance counselor. The third will act as an observer and will take notes. Each individual will function in each role. The following students will be discussed: a) an intellectually gifted child (male or female) interested in engineering; b) an average ability black female interested in secretarial work; c) a white male IQ 82 who is unsure of his vocation. The counselor should clarify the child's level of ability to the parent and discuss the relationship between ability and career choice.
EVALUATION	Reports of observers on quality of counseling.

WORLD OF WORK
Theoretical Material

OBJECTIVE 5	DESCRIBE THE RELATIONSHIP BETWEEN INTERESTS AND CAREER CHOICE.
ACTIVITY #1	Discuss vocational interests as related to other personal interests and the possible affect these might have on career choice.
CONDITIONS	Large group lecture and discussion.
EVALUATION	Faculty/peer judgement of quality of discussion and/or completion of short paper describing the relation between interests and career choice.
ACTIVITY #2	Participants will list and describe four standardized instruments which could be used to measure vocational interests including: Strong Vocational Interest Blank Kudor Occupational Interest Survey Minnesota Vocational Interest Inventory Ohio Vocational Interest Survey
CONDITIONS	Large group lecture.
EVALUATION	Accomplishment of activity described above.
ACTIVITY #3	Participants will complete and score a standardized instrument which measures vocational interests and will interpret the results.
CONDITIONS	Independent activity followed by consultation with faculty member.
EVALUATION	Faculty rating of written interpretation.

WORLD OF WORK
Theoretical Material

OBJECTIVE 6 IDENTIFY MAJOR THEORIES OF CAREER DEVELOPMENT.

ACTIVITY #1 Discuss the major elements of Super's Career Development Theory.

CONDITIONS Large group lecture/discussion.

EVALUATION Multiple choice examination
eg. a) How would Super describe the process of vocational development?
1. reality-testing and role-playing;
2. development and implementation of self-concept;
3. comprehension of basic emotional needs;
4. accident/luck hypothesis

b) According to Super which of the following factors are observable during school years, correlate with occupational success in later years?
1. parental SES;
2. parental educational level;
3. location of home (rural, suburban, urban);
4. individual's measured IQ

ACTIVITY #2 After participants complete and score the Work Values Inventory and the Career Development Inventory, they will form small groups in which they will discuss and compare results.

CONDITIONS Small group discussion.

EVALUATION Peer judgement on value of activity and individual insight.

ACTIVITY #3 When presented with a case study (eg. The Many Faces of Kevin Michael Pullen by F. B. Gannon, New York: CEEB, 1968), participants will discuss long term career development and relate incidents in the case study to personal experiences.

CONDITIONS Small group discussion.

EVALUATION Peer and/or faculty rating.

WORLD OF WORK
Theoretical Material

OBJECTIVE 6	IDENTIFY MAJOR THEORIES OF CAREER DEVELOPMENT (CONTINUED).
ACTIVITY #4	Participants will read chapter 6 (relates to career development) in J. O. Crites, Vocational Psychology, New York: McGraw-Hill, 1969.
CONDITIONS	Independent study/large group discussion.
EVALUATION	Objective examination and faculty evaluation of class discussion.

ACTIVITY #5	Participants will identify the following major theories of career development and will identify the most prominent theorists associated with each. a) Developmental (Super, Ginzberg, Tiedeman) b) Psychological/Psychoanalytical (Roe, Halland Hoppock, Bordin, Nachmann, Segal) c) Sociological (Miller and Form, Blau) d) Decision making (Gelatt, Hilton, Hershenson and Roth) e) Existential (Simon and Standley)
CONDITIONS	Assigned readings and large group lecture/discussion.
EVALUATION	Objective and essay examination and/or research paper.

WORLD OF WORK
Theoretical Material

OBJECTIVE 7	DEVELOP AN UNDERSTANDING OF HUMAN DEVELOPMENT AS RELATED TO CAREER DEVELOPMENT.

ACTIVITY #1	Participants will discuss C. B. Tiedman and R. P. O'Hara's career development system (Career Development: Choice and Adjustment, New York: CEEB, 1963).
CONDITIONS	Assigned readings prior to large group discussion.
EVALUATION	Participants will list and describe the four steps in the anticipation/preoccupation phase (exploration, crystallization, choice, clarification) and the three steps in the implementation/adjustment phase (induction, reformation, integration).

ACTIVITY #2	Participants will relate Tiedeman and O'Hara's career development system to an actual individual and will develop a case study illustrating the theory.
CONDITIONS	a) Individuals or teams of two or three will gather the data on site, or b) Present the total group with a simulated biographical sketch.
EVALUATION	Faculty rating of the case study.

ACTIVITY #3	Observe one individual at each of the following age levels a) 5 to 7; b) 10 to 12; c) 16 to 18; d) 30 to 35; e) 55 to 65. Describe and compare the developmental characteristics observed at each age level.
CONDITIONS	Individuals or teams of two or three individuals will gather data on site and prepare a brief one or two page summary for each age level.
EVALUATION	Faculty and/or peer evaluation of reports.

WORLD OF WORK
Theoretical Material

OBJECTIVE 7	DEVELOP AN UNDERSTANDING OF HUMAN DEVELOPMENT AS RELATED TO CAREER DEVELOPMENT. (CONTINUED)
ACTIVITY #4	Participants will the article by J. S. Zaccaria entitled "Developmental Tasks: Implications for the Goals of Guidance," Personnel and Guidance Journal, 1965, 44, 372-75, and will discuss the implications for CE/
CONDITIONS	Required individual reading and class discussion.
EVALUATION	Participants will identify the major points raised by Zaccaria and will present these orally to the instructor.
ACTIVITY #5	Participants will read chapter 11 entitled "A Developmental Curriculum Model for CE" in L. J. Bailey and R. Stadt. Career Education: New Approaches to Human Development. Bloomington, Ill.: McKnight, 1973, 344-380. They will discuss the implications for CE.
CONDITIONS	Required individual reading and class discussion.
EVALUATION	Participants will complete an essay examination in which they will outline and discuss the curriculum model presented by the authors.

WORLD OF WORK
Theoretical Material

OBJECTIVE 8 — DISTINGUISH BETWEEN CAREER EDUCATION, CAREER GUIDANCE AND CAREER COUNSELING.

ACTIVITY #1 — Participants will examine the following definitions and be given the opportunity to discuss the implications

Career education is a program which infuses a world of work orientation into the total curriculum and involves both the school staff and the community in the educational process. CE is continuous throughout the life of an individual.

Career guidance encompasses all services which assist students to make decisions affecting their occupational and educational plans and is a component of the CE program.

Career counseling is a specialized service, encompassed within the career guidance program which focuses on assisting a student to develop personally and make mature decisions concerning a career.

CONDITIONS — Large group discussion.

EVALUATION — Each participant will develop a definition for each of the three terms discussed in activity #1 and will give a specific example for each definition.

ACTIVITY #2 — Interview several members of the pupil personnel services to determine their role perceptions in relation to the CE program. Include a guidance counselor, school psychologist and social worker.

CONDITIONS — Team interviews followed by report to large group.

EVALUATION — Peer and/or self evaluation.

WORLD OF WORK
Theoretical Material

OBJECTIVE 8	DISTINGUISH BETWEEN CAREER EDUCATION, CAREER GUIDANCE AND CAREER COUNSELING (CONTINUED).
ACTIVITY #3	Find a client who is interested in receiving guidance or counseling in the area of careers. Provide help to the client by using the appropriate techniques.
CONDITIONS	Using E. G. Williamson's six step approach (Analysis, Synthesis, Diagnosis, Prognosis, Counseling, and Followup) provide the chient with assistance by obtaining appropriate information from the proper source and by referring the client to another counselor, if necessary.
EVALUATION	Each participant will audio-tape the counseling sessions and will prepare a brief case study and description of the client's background and the approach used to assist him.

SECTION E

WORLD OF WORK

INTERPERSONAL SKILLS

Career Education

INTERPERSONAL SKILLS

1. Develop guidance skills related to career education.
    a) Demonstrate skill in using individual guidance techniques.
    b) Demonstrate skill in using group guidance techniques.
2. Develop counseling skills related to career education.
    a) Demonstrate skill in using individual counseling techniques.
    b) Demonstrate skill in using group counseling techniques.
3. Develop skill in using value clarification techniques.
4. Develop leadership skills required for career education.
5. Develop skill in assisting students to improve self-concept.

WORLD OF WORK
Interpersonal Skills

OBJECTIVE 1 — DEVELOP GUIDANCE SKILLS RELATED TO CE.

ACTIVITY #1 — Discuss the major reasons why adolescents need guidance (i.e., dropouts, pregnancy, drug abuse, unemployment, role confusion) and cite sources to support the reasons presented.

CONDITIONS — Independent reading assignment followed by small group discussions.

EVALUATION — Each participant will list the major reasons why adolescents need guidance and will cite at least three specific sources which examine the reasons listed.

ACTIVITY #2 — Identify the major contemporary textbooks in the field of guidance.

CONDITIONS — Teams of four to six participants in a library setting.

EVALUATION — Participants will list at least five of the following textbooks:

a) Foundations of Guidance. C. H. Miller (New York: Harper and Row, 1971)
b) Fundamentals of Guidance. B. Shertzer and S. C. Stone (Boston: Houghton Mifflin, 1971).
c) Guidance: An Examination. R. L. Mosher, R. F. Carle, and C. D. Hehas (New York: Harcourt, Brace and World, 1965).
d) Guidance in Today's Schools. D. G. Mortensen and A. M. Schmuller (New York: Wiley, 1966).
e) Principles of Guidance. A. J. Jones, B. Stefflre and N. R. Stewart (New York: McGraw-Hill, 1970).
f) Guidance Principles and Services. F. Miller (Columbus, Ohio: Charles E. Merrill, 1968).
g) Techniques of Guidance. A. E. Traxler and R. D. North (New York: Harper and Row, 1966).

WORLD OF WORK
Interpersonal Skills

OBJECTIVE 1	DEVELOP GUIDANCE SKILLS RELATED TO CE (CONTINUED).
ACTIVITY #3	Define guidance and relate the definition to CE.
CONDITIONS	Individual reading assignment followed by large group discussion.
EVALUATION	Using the references cited in activity #1, participants will present at least three definitions and will show how they relate to CE. Responses should be submitted in writing to the instructor before the large group discussion.
ACTIVITY #4	Identify a guidance model which is appropriate for CE.
CONDITIONS	Small group discussion after independent reading of chapter 3 "Models for Guidance" in Fundamentals of Guidance by B. Shertzer and S. C. Stone.
EVALUATION	Participants will identify and describe a guidance model appropriate for CE. They may adapt aspects of various models and form one that is unique, but sources should be identified.

WORLD OF WORK
Theoretical Material

OBJECTIVE 1A	DEMONSTRATE SKILL IN USING INDIVIDUAL GUIDANCE TECHNIQUES.

ACTIVITY #1	Demonstrate skill in providing educational guidance to individual students.
CONDITIONS	Participants will be presented with case study material on four different high school seniors ranging from gifted to average in ability. Information on extra-curricular activities, financial needs, and occupational goals will also be presented.
EVALUATION	When given a list of possible post-high school educational institutions, each participant will select a list of three schools which best seem to meet the individual needs of each of the students.

ACTIVITY #2	Identify major sources of educational information for high school students.
CONDITIONS	Teams of three participants will visit a high school guidance office in a local public school.
EVALUATION	Each team of participants will list and describe each of the following: a) Lovejoy's College Guide b) Manual of Freshman Class Profiles (CEEB) c) American Universities and Colleges (ACE) d) American Junior Colleges (ACE) e) The College Handbook (CEEB) f) The College Blue Book

WORLD OF WORK
Theoretical Material

OBJECTIVE 1A	DEMONSTRATE SKILL IN USING INDIVIDUAL GUIDANCE TECHNIQUES (CONTINUED).
ACTIVITY #3	Identify major sources of vocational information for high school students.
CONDITIONS	Teams of three participants will visit a high school guidance office in a local public school.
EVALUATION	Each team of participants will list and describe each of the following: a) Lovejoy's Vocational School Guide: A Handbook of Job training Opportunities b) Dictionary of Occupational Titles (four volumes) c) Occupational Outlook Handbook d) Occupational Outlook Quarterly e) Occupational Outlook Report Series Other sources should be included, particularly those which provide local information.
ACTIVITY #4	Demonstrate an awareness of the references cited in activities 2 and 3, as well as a sensitivity to individual differences in guiding a middle school student concerning the choice of courses in the ninth grade.
CONDITIONS	Public school setting/small group evaluation.
EVALUATION	Participants will video-tape or audio-tape the guidance session. Subsequently each tape will be evaluated by peers in small groups as satisfactory or unsatisfactory. All ratings must be satisfactory.

WORLD OF WORK
Interpersonal Skills

OBJECTIVE 1A	DEMONSTRATE SKILL IN USING INDIVIDUAL GUIDANCE TECHNIQUES (CONTINUED).
ACTIVITY # 5	Distinguish between individual and group guidance placing emphasis on the advantages and disadvantages of each technique in relation to CE
CONDITIONS	Preassigned reading assignments followed by large group discussion.
EVALUATION	Participants will list three advantages and two disadvantages for individual and group guidance when used in a CE program.
ACTIVITY #6	Read Client-Centered Therapy by C. R. Rogers (Boston: Houghton Mifflin, 1951) and How to Counsel Students by E. G. Williamson (New York: McGraw-Hill, 1939) and identify the most significant ways in which nondirective and directive counseling differ.
CONDITIONS	Lecture and large group discussion after participants have completed reading assignment.
EVALUATION	Each participant will list at least four ways in which the two counseling techniques differ and will summarize the implications of each technique for CE in a written statement of three to five pages.
ACTIVITY # 7	Demonstrate skill in using tests in guiding students.
CONDITIONS	Teams of three to five participants in a public school setting.
EVALUATION	When presented with a student folder for a high school freshman, each participant will analyze the test data and will summarize the major educational implications for the student. This interpretation should be discussed with the student and audiotaped for subsequent analysis.

WORLD OF WORK
Interpersonal Skills

OBJECTIVE 1B — DEMONSTRATE SKILL IN USING GROUP GUIDANCE TECHNIQUES.

ACTIVITY #1 — Define group guidance.

CONDITIONS — Large group lecture and discussion.

EVALUATION — Each participant will develop a personal definition of group guidance which includes major aspects of the following definition quoted from M. Bennett. Guidance and Counseling in Groups. New York: McGraw-Hill, 1963.

". . . group guidance refers to any phase of a guidance or personnel program carried on with groups of individuals rather than between counselor and counselee or clinician and client in the face-to-face interview. It may include instruction in the classroom where the content is related to problems of self-appraisal, educational or vocational guidance, personal adjustment, and interpersonal relationships. It may embody a great variety of activities in the extracurriculum that relate to these same areas. It includes many types of informal play or discussion groups, which often serve the double purpose of studying individuals in their interaction with others as well as helping them to work through certain difficulties and achieve new levels of adjustment." p. 5

ACTIVITY #2 — Use group guidance techniques in counseling a large group of 20 to 30 eighth graders in areas related to CE.

CONDITIONS — Public school setting.

EVALUATION — Each participant will meet with the instructor on an individual basis to summarize and discuss the activity.

WORLD OF WORK
Interpersonal Skills

OBJECTIVE 1B	DEMONSTRATE SKILL IN USING GROUP GUIDANCE TECHNIQUES (CONTINUED).
ACTIVITY #3	Identify the major sources of the group approach in guidance and relate these to CE.
CONDITIONS	Lecture and large group discussion.
EVALUATION	Participants will identify the major historical sources of group guidance and will relate these to CE by completing a five to eight page paper on the topic. The instructor will evaluate each paper as above average, average, or below average. Any paper rated below average must be redone.

WORLD OF WORK
Interpersonal Skills

OBJECTIVE 2 — DEVELOP COUNSELING SKILLS RELATED TO CE.

ACTIVITY #1 — Describe appropriate counselor behaviors and patterns of communication. Utilize several of these behaviors and determine the level of effectiveness of the behaviors selected.

CONDITIONS — Large group lecture/discussion followed by triads of participants who will act in turn as counselor, counselee, and observer.

EVALUATION — Participants will list appropriate counselor behaviors such as the following, which are discussed in detail in H. Hackney and S. Nye. Counseling Strategies and Objectives. Englewood Cliffs, N.J.: Prentice-Hall, 1973.

a) facial animation
b) good eye contact
c) soft, firm tone of voice
d) moderate rate of speech and use of gestures.
e) occasional head nodding and smiling
f) focuses attention on client
g) uses verbal reinforcers such as "mm-hmm" and "fine."

When participants function as counselors, they should demonstrate the ability to use at least three of the above behaviors.

ACTIVITY #2 — Describe the "helping relationship" in relation to counseling and CE.

CONDITIONS — Read The Helping Interview by A. Benjamin (Boston: Houghton Mifflin, 1961. Discuss in small group in class.

EVALUATION — Participants will describe the helping relationship and will list the "enabling acts" which Benjamin discusses, stressing the relationship to CE.

WORLD OF WORK
Interpersonal Skills

OBJECTIVE 2 — DEVELOP COUNSELING SKILLS RELATED TO CE.

ACTIVITY #3 — Discuss the role and function of a counselor, particularly in relation to CE and the forces and factors which influence the role of the counselor.

CONDITIONS — Lecture and large group discussion.

EVALUATION — Participants will prepare a written statement one or two pages in length describing the role and function of a counselor and will list seven forces or factors which influence that role.

ACTIVITY #4 — Distinguish between cognitively and affectively oriented counseling approaches.

CONDITIONS — Lecture and outside reading assignment in Fundamentals of Counseling by B. Shertzer and S. C. Stone (Boston: Houghton Mifflin, 1974).

EVALUATION — Participants will obtain a grade of 80 percent or higher on a multiple choice examination which concerns the following theories:

Cognitive Theories:
a) trait-factor
b) rational-emotive
c) behavioral

Affective Theories:
a) psychoanalytic
b) client-centered
c) existential
d) Gestalt

WORLD OF WORK
Interpersonal Skills

OBJECTIVE 2A	DEMONSTRATE SKILL IN USING INDIVIDUAL COUNSELING TECHNIQUES.
ACTIVITY #1	Observe an experienced counselor counseling a senior high school student in choice of careers.
CONDITIONS	Small groups of participants will observe a counseling session and will meet with the counselor and the client following the session.
EVALUATION	Each participant will evaluate the counseling session using the IPR Counselor Response Rating Scale developed by Kagen, Krathwohl and Griffin. They will classify the counseling approach used by the counselor according to the styles discussed in activity #4, Objective 2.
ACTIVITY #2	Watch the three films in the series "Three Approaches to Psychotherapy" which include Carl Rogers (non-directive), Albert Ellis (rational-emotive), and Fritz Perls (Gestalt therapy). Discuss the major differences of each technique.
CONDITIONS	Large groups will observe the films followed by small group discussion of how the approaches are similar and dissimilar.
EVALUATION	Participants will list three ways in which each of the therapists used common techniques and three ways in which they differed.
ACTIVITY #3	Obtain permission to counsel a student from a local middle school in the area of career choice. Show the relation between the counseling techniques used and the reactions of the client.
CONDITIONS	Public school setting with audio-tape of session.
EVALUATION	Participants will describe the counseling techniques used and will evaluate the audio-tape with the instructor.

WORLD OF WORK
Interpersonal Skills

OBJECTIVE 2B	DEMONSTRATE SKILL IN USING GROUP COUNSELING TECHNIQUES.

ACTIVITY #1	Select a group of five or six middle school students and counsel the group with the general goal of increasing career awareness.
CONDITIONS	Public school field setting.
EVALUATION	Participants will audiotape the session and will evaluate the tape in teams of three with each individual rating each tape using the "Group Counseling Scale for the Analysis of Fully Functioning and Self-Defeating Behaviors" (Dyer and Vriend, 1975).

ACTIVITY #2	Develop a group counseling model appropriate for CE.
CONDITIONS	Large group discussion with small group activity to develop individual models.
EVALUATION	Each group of participants should include the major components of a group counseling model including the following: a) Goal statement. b) Description of activities which occur during the counseling process. c) Confidentiality statement. d) Maximum number of members permitted. e) Description of leader's functions. f) Description of number of meetings which should be held.

WORLD OF WORK
Interpersonal Skills

OBJECTIVE 2B	DEMONSTRATE SKILL IN USING GROUP COUNSELING TECHNIQUES (CONTINUED).
ACTIVITY #3	Use group modeling techniques and verbal reinforcement to develop appropriate interview behaviors.
CONDITIONS	Following the format suggested by J. D. Krumboltz and C. E. Thorenson ("The effect of behavioral counseling in group and individual settings on information seeking behaviors," Journal of Counseling Psychology, 1964, 11, 324-333)counsel a small group for from three to six adolescents in a public school setting.
EVALUATION	Video-tape the counseling session and determine in any student interview behaviors have been modified by the approach. Use peer judgement to determine if change has occurred.
ACTIVITY #4	Play the "Life Careers Game" (Varenhorst, 1968).
CONDITIONS	Small groups of four or five teenagers will use case study material presented in the game to plan the life career of an individual.
EVALUATION	Teams will be rated on the number of points earned for appropriateness of decisions made in four areas, including home, leisure, work and education. Each group of teenages will be counseled by a participant who will record the significant aspects of the session to share with the total group.

WORLD OF WORK
Interpersonal Skills

OBJECTIVE 3	DEVELOP SKILL IN USING VALUE CLARIFICATION TECHNIQUES.
ACTIVITY #1	Read S. B. Simon, L. W. Howe, and H. Kirschenbaum. Values Clarification. New York: Hart Publishing, 1972.
CONDITIONS	Independent reading assignment followed by large group discussion.
EVALUATION	Each participant will write a two to three page reaction statement to the book stressing the potential use of the techniques described in a CE program.
ACTIVITY #2	Select or adapt one of the values-clarification strategies from the above reference and use the strategy with a group of intermediate age children.
CONDITIONS	Public school setting.
EVALUATION	Each participant will summarize the results of the activity in an oral presentation to the group and rate the experience as meaningful or not meaningful.
ACTIVITY #3	Read the book entitled Value Exploration through Role Playing by R. C. Hawley (New York: Hart Publishing, 1975) and compare the book to the reference cited in activity #1.
CONDITIONS	Dyads of participants will prepare a written report two pages in length.
EVALUATION	The instructor will rate the reports as satisfactory or unsatisfactory. Unsatisfactory reports must be redone.

WORLD OF WORK
Interpersonal Skills

OBJECTIVE 4	DEVELOP LEADERSHIP SKILLS REQUIRED FOR CE.
ACTIVITY #1	Describe the major types of leadership which have been distinguished in the study of groups. Include a discussion of task or group achievement leadership and social-emotional or group maintenance leadership. (See C. A. Gibb. "Leadership," In G. Lindzey (ed.), Handbook of Social Psychology, Reading, Mass.: Addison-Wesley, Vol. 2, 1944, pp. 877-920.
CONDITIONS	Lecture and large group discussion based on material in source cited or other selected readings.
EVALUATION	Participants must distinguish between different types of group leadership and show the significance of leadership to a CE program by completing a three to five page typewritten paper.
ACTIVITY #2	Review the literature and identify studies which have investigated leadership qualities and skills. List those skills which would be appropriate for use in a CE program for middle and senior high school students.
CONDITIONS	Independent research.
EVALUATION	Each participant will list at least five leadership skills or qualities which would be useful in a CE program. The research study which investigated the skill should be cited.
ACTIVITY #3	Develop a board game which would assist students to acquire the leadership skills listed in activity #2.
CONDITIONS	Teams of four or five particpants.
EVALUATION	Each team must develop a board game, including the instructions and materials necessary to play it.

WORLD OF WORK
Interpersonal Skills

OBJECTIVE 5	DEVELOP SKILL IN ASSISTING STUDENTS TO IMPROVE SELF-CONCEPT.
ACTIVITY #1	Discuss Super's theory of occupational choice which hypothesizes that persons choose occupations they perceive as congruent with their self-concept. Analyze the implications of the concept to the CE guidance and counseling program.
CONDITIONS	Independent reading assignment followed by large group discussion.
EVALUATION	Each participant will select three individuals who have had a successful career and will relate Super's self-concept theory to their career histories.
ACTIVITY #2	Discuss the use of role-playing, positive reinforcement techniques, simulation and gaming experiences that may be used as activities to develop self-concept.
CONDITIONS	Small activity groups of five to eight.
EVALUATION	Participants will evaluate the appropriateness and potential use of the activities and experiences identified. A recorder will summarize the recommendations of each group.
ACTIVITY #3	Observe a group of primary school students over a two week period using time-sampling techniques. Identify those students who have high self-concept (top 15%) and low self-concept (bottom 15%). Document the selection by citing specific behaviors observed. Present a brief case study on each child.
CONDITIONS	Dyads of participants.
EVALUATION	Each dyad will prepare a 10 page summary report.

SECTION F

PLANNING/IMPLEMENTATION

INSTRUCTIONAL PLANNING

Career Education

INSTRUCTIONAL PLANNING

1. Examine goals of American education as related to career education.

2. Describe the role of various staff members in regard to a career education program.

3. Develop a budget for a career education program.

4. Describe how career education can be infused in the curriculum.

5. Develop career education activities related to specific objectives.

   a) Develop career education objectives and learning activities in the cognitive, affective, and psychomotor domains.

   b) Develop career education learning activities for atypical students.

   c) Develop curricular materials and activities which enhance student self-awareness and self-concepts.

6. Design individualized and/or self-instructional units in career education.

7. Develop experiences which teach students research skills required for career education.

8. Plan observation and on-the-job learning experiences related to classroom activities.

9. Identify printed CE resources.

10. Utilize simulation, role-playing, and gaming experiences appropriate for career education.

11. Develop a filing system for career education materials.

12. Plan a program for potential dropouts.

13. Organize a career fair.

14. Develop instructional units and curricular materials for career education as identified by student interest.

PLANNING/IMPLEMENTATION
Instructional Planning

OBJECTIVE 1	EXAMINE GOALS OF AMERICAN EDUCATION AS RELATED TO CE.
ACTIVITY #1	Review CE literature and determine goals prior to group meeting. Present general educational goals which can be compared to goals presented in CE literature.
CONDITIONS	Individually arranged private setting and/or large group discussion.
EVALUATION	Participants will prepare a written report comparing general educational goals and CE goals. Faculty evaluation of report based upon conclusion drawn during large group discussion.
ACTIVITY #2	Discuss goals of general American education and CE. Form small groups to compare the two sets of goals, and summarize the conclusions, and present these orally to the large group for discussion.
CONDITIONS	Large/small groups.
EVALUATION	Faculty and peer evaluation of presentation using an objective rating scale.
ACTIVITY #3	Read "Toward a Philosophy for Career Education" by S. M. McMurrin (in Essays on Career Education edited by L. McClure and C. Buan, Portland, Oregon: Northwest Regional Laboratory, 1973).
CONDITIONS	Individual assignment followed by large group discussion.
EVALUATION	Students will identify the three major issues raised by the author and will relate these to their personal philosophy of education.

PLANNING/IMPLEMENTATION
Instructional Planning

OBJECTIVE 2	DESCRIBE THE ROLE OF VARIOUS STAFF MEMBERS IN REGARD TO A CE PROGRAM.
ACTIVITY #1	List several staff members who would be involved in the development and operation of a CE program; organized according to respective roles (i.e., administrative, teaching, supervisory, etc.).
CONDITIONS	Small group brainstorming sessions.
EVALUATION	Participants will list four staff members categorized according to roles, that would be involved in a CE program.
ACTIVITY #2	Interview staff members of other schools who are currently involved in CE programs. Similarities and differences in programs will be determined.
CONDITIONS	Interview to be conducted by small group teams, each asking similar questions.
EVALUATION	Participants will compile written results of interviews determining two common areas as well as the dissimilar factors.
ACTIVITY #3	Participants will compile written formats describing roles and duties of staff members in relation to the CE program in a school district.
CONDITIONS	Large group discussion followed by written description.
EVALUATION	Group evaluation of written formats describing staff roles in development and operation of a CE program.

PLANNING/IMPLEMENTATION
Instructional Planning

OBJECTIVE 3	DEVELOP A BUDGET FOR A CE PROGRAM.
ACTIVITY #1	Contact the director of a CE program in a local school district and obtain permission to review the budget for the program for the past three years. Interview the director concerning projected budget expenditures over the next two years.
CONDITIONS	Teams of three to five participants.
EVALUATION	Each team should summarize the budget expenditures including totals spent in major categories for each year considered.
ACTIVITY #2	Plan a program for a school district located in a rural area with a student population of 2400 students. Develop a budget for the program.
CONDITIONS	Committee assignments to the entire group.
EVALUATION	Participants must plan a budget which contains adequate funding for all personnel, fringe benefits, materials, and travel. Suggested vendors should be included for all materials required with specific amounts included for each item.
ACTIVITY #3	Read sections concerning budget and budget management is books which discuss the administering of CE programs (i.e., Managing Career Education Programs by R. W. Stadt, R. E. Bittle, L. J. Kenneke, and D. C. Nystrom, Englewood Cliffs, N. J.: Prentice-Hall, 1973; Planning and Organizing Career Curricula by L. J. Kenneke, D. C. Nystrom, and R. W. Stadt, New York: Howard W. Sams, 1973).
CONDITIONS	Independent reading assignment.
EVALUATION	Each participant will list the readings completed and will summarize significant information contained in the readings.

PLANNING/IMPLEMENTATION
Instructional Planning

OBJECTIVE 4 — DESCRIBE HOW CE CAN BE INFUSED IN THE CURRICULUM.

ACTIVITY #1 — General discussion of how CE can be infused at the elementary, secondary and post secondary school levels.

CONDITIONS — Large group panel discussion with opportunity for small group interaction.

EVALUATION — Participants will cite two examples of how CE can be infused at the elementary, secondary and post-secondary school level.

ACTIVITY #2 — Visit one elementary and one secondary school which has infused CE.

CONDITIONS — Small group or individual visitations.

EVALUATION — Write a critique of the visit including the following criteria:

a) Grade level of students
b) General ovjectives of the learning experience
c) Specific objectives of the learning experience
d) Methods and media used to accomplish said objectives
e) Evaluation of the effectiveness of the learning experience in terms of general and specific objectives.

ACTIVITY #3 — After a general discussion of how CE might be infused into the current curriculum of a school, participants will break into small groups (three of four members). Each group will devise a plan for the infusion of CE into an already existing curriculum.

CONDITIONS — Large group discussion and small group work sessions.

EVALUATION — Plans must include:

a) Description of the school (i.e., level, location, etc.)
b) Specification of where CE will be infused (i.e., social studies, English, etc.)
c) Description of infusion strategies
d) General objectives of the learning experiences
e) Specific objectives of the learning experiences
f) Evaluation procedures

PLANNING/IMPLEMENTATION
Instructional Planning

OBJECTIVE 4 — DESCRIBE HOW CE CAN BE INFUSED IN THE CURRICULUM (CONTINUED).

ACTIVITY #4 — Devise a plan for the infusion of CE into an existing school curriculum. Groups will present their plans to the group for discussion.

CONDITIONS — Small group work sessions and large group discussion.

EVALUATION — Plans must include:

a) Description of the school (i.e., level, location, etc.)
b) Specification of where CE will be infused (i.e., social studies, English, etc.)
c) Description of specific infusion strategies
d) General objectives of the learning experiences
e) Specific objectives of the learning experiences
f) Evaluation procedures

PLANNING/IMPLEMENTATION
Instructional Planning

OBJECTIVE 5	DEVELOP CE ACTIVITIES RELATED TO SPECIFIC OBJECTIVES.
ACTIVITY #1	List specified objectives for a CE program, which meets the needs of the particular students involved.
CONDITIONS	Small group brainstorming sessions.
EVALUATION	When presented with a case study and test profile of a statement, participants will submit a written list of CE objectives.
ACTIVITY #2	Using the objectives compiled for activity #1, participants will develop an activity for each objective.
CONDITIONS	Teams of five to eight participants.
EVALUATION	Participants will present a written description of activities as related to specified and predetermined objectives.
ACTIVITY #3	Review ERIC and identify sources which list CE objectives. Select 10 objectives and develop instructional activities for each objective.
CONDITIONS	Library and independent study assignment.
EVALUATION	Each participant will prepare an instructional activity for 10 objectives and will designate the source from which the objective was selected. The grade level for the activity should be designated.

PLANNING/IMPLEMENTATION
Instructional Planning

OBJECTIVE 5A	DEVELOP CE OBJECTIVES AND LEARNING ACTIVITIES IN THE COGNITIVE, AFFECTIVE, AND PSYCHOMOTOR DOMAINS.

ACTIVITY #1	Participants will distinguish between cognitive, affective and psychomotor objectives as related to a CE program.
CONDITIONS	Large group lecture and discussion.
EVALUATION	When presented with a list of objectives participants will correctly identify each objective according to the proper domain.

ACTIVITY #2	Participants will develop two objectives for each domain specifying in each case the audience, behavior, conditions and degree of achievement required.
CONDITIONS	Large group lecture followed by individual assignment.
EVALUATION	Participants will develop two objectives for each domain which meet the criteria specified above.

ACTIVITY #3	Participants will complete a task analysis of a selected occupation and will develop objectives which can be presented in a CE program. Each objective must a) meet the criteria specified in activity #1, b) be classified according to the proper domain, and c) have its relationship to the school CE program identified.
CONDITIONS	On-site small teams followed by large group discussion.
EVALUATION	Satisfactory completion of activity.

PLANNING/IMPLEMENTATION
Instructional Planning

OBJECTIVE 5A	DEVELOP CE OBJECTIVES AND LEARNING ACTIVITIES IN THE COGNITIVE, AFFECTIVE, AND PSYCHOMOTOR DOMAINS (CONTINUED).
ACTIVITY #4	Develop a simulated work experience which will permit students at a designated grade level to master the selected cognitive, affective, and psychomotor skills associated with that occupation.
CONDITIONS	Small groups of five to eight participants.
EVALUATION	Participants will develop a work experience and will designate at least one cognitive, affective, and psychomotor skill associated with the occupation which is taught during the simulation.

PLANNING/IMPLEMENTATION
Instructional Planning

OBJECTIVE 5B DEVELOP CE LEARNING ACTIVITIES FOR ATYPICAL STUDENTS.

ACTIVITY #1	Research and discuss careers that could be reasonably pursued by atypical students (i.e., disadvantaged, minority, gifted, handicapped, etc.).
CONDITIONS	Interviews with a variety of CE and employment personnel.
EVALUATION	Participants will individually summarize an interview held and establish tentative conclusions.

ACTIVITY #2	Sequence of learning activities that would be beneficial for atypical students in pursuing a variety of career opportunities.
CONDITIONS	Brainstorming sessions to determine possible learning activities according to students interests and capabilities.
EVALUATION	Group presentation of learning activities structured for differing groups of atypical students pursuing a variety of careers.

ACTIVITY #3	Participants will survey local employers to determine the availability of jobs for local employers.
CONDITIONS	Large group lectures on survey techniques followed by small group activity in instrument development.
EVALUATION	When presented with a simulated community setting, participants will design a survey instrument and list procedures which should be followed in conducting a survey.

PLANNING/IMPLEMENTATION
Instructional Planning

OBJECTIVE 5C	DEVELOP CURRICULAR MATERIALS AND ACTIVITIES WHICH ENHANCE STUDENT SELF-AWARENESS AND SELF CONCEPT.
ACTIVITY #1	Read Self-Awareness through Group Dynamics by R. Reichert (1970) and select one group activity for use in a microteaching situation with five or six students.
CONDITIONS	Public school classroom in a student teaching situation.
EVALUATION	Use evaluation model developed by D. Allen for microteaching sessions.
ACTIVITY #2	Read The Child and His Image: Self Concept in the Early Years by Kaoru Yamamoto and identify techniques which can be used to increase student self-awareness and self concept.
CONDITIONS	Independent study.
EVALUATION	Each participant will identify at least eight techniques which could be used to enhance student self concept.
ACTIVITY #3	Develop a role play technique to develop self-awareness of students in a selected setting (primary, middle school, or senior high school). Relate the problem to the area of career choice.
CONDITIONS	Small groups of five or six will develop the role play situation and will simulate the parts of students in demonstrating the activity to the entire class.
EVALUATION	Observers will rate the performance as superior, satisfactory, or unsatisfactory. Ninety percent of the ratings must be satisfactory or superior or another activity must be developed.

PLANNING/IMPLEMENTATION
Instructional planning

OBJECTIVE 6	DESIGN INDIVIDUALIZED AND/OR SELF INSTRUCTIONAL UNITS IN CE.
ACTIVITY #1	Prepare a career interest inventory to be administered to pupils. Inventory will be structured to contain information concerning a variety of careers.
CONDITIONS	Small group sessions.
EVALUATION	Presentation of completed inventory with a statement on how it was validated to the instructor for review.
ACTIVITY #2	Administer a career interest inventory to individual pupils. Pupils will cite advantages and disadvantages of the career in which they have expressed an interest.
CONDITIONS	Individual pupils will discuss the advantages and disadvantages of the career with participants on a one to one basis.
EVALUATION	Participants will compile a list of pupil career comments in terms of positive and negative concepts. Individual pupil-participant discussions will be summarized in a written report.
ACTIVITY #3	Brainstorm ways in which CE could influence the learning process of an individual student.
CONDITIONS	Small group discussion.
EVALUATION	Participants will list four ways in which CE can influence the learning process of an individual student.

PLANNING/IMPLEMENTATION
Instructional Planning

OBJECTIVE 6	DESIGN INDIVIDUALIZED AND/OR SELF INSTRUCTIONAL UNITS IN CE (CONTINUED).

ACTIVITY #4	Write an essay on the ways CE could influence the education of an individual student.
CONDITIONS	Individual assignment with an opportunity for small group discussion.
EVALUATION	The written essay will be assessed in terms of the following criteria: a) Number of words (300 to 500 words). b) Clarity of presentation of content. c) Objectivity of presentation. d) Relevant subject matter, including four ways in which CE can influence the learning process of an individual student.

ACTIVITY #5	Interview students who are involved in a program which offered CE and other students whose program does not include CE. Discuss the attitudes of both groups of students in assessing the effects of CE on individuals.
CONDITIONS	Individual assignment and large group discussion.
EVALUATION	Participants will list five ways in which CE can influence individual students.

ACTIVITY #6	Design a programed instructional unit in CE. Include provisions for branching and recycling for individual students.
CONDITIONS	Individual assignment.
EVALUATION	Each participant must define the terminal behavior, describe the target population, sequence all behaviors, and include the criterion test.

PLANNING/IMPLEMENTATION
Instructional Planning

OBJECTIVE 7	DEVELOP EXPERIENCES WHICH TEACH STUDENTS RESEARCH SKILLS REQUIRED FOR CE.

ACTIVITY #1	Discuss and list multiple sources for students to explore and gather information on a variety of careers.
CONDITIONS	Group discussions and visitations to libraries.
EVALUATION	Participants will list broad catagories of career opportunities with a listing of research sources necessary for information regarding each catagory.

ACTIVITY #2	Plan an on-site observation and participation with additional on-the-job learning experiences provided for by trips to profession and business locations.
CONDITIONS	Tours, interviews observation and participation by small groups of participants to at least three different types of employment situations
EVALUATION	Participants' written appraisals of on-the-job experiences. Conclusions and suggestions should be included as well as additional situations desired.

ACTIVITY #3	Involve students in the planning and conducting of a community telephone survey.
CONDITIONS	Teams of five to eight.
EVALUATION	Each team must conduct a community telephone survey and involve students in the survey. They should submit a listing of the procedures used, a copy of the call record sheet, and a summary and analysis of the data gathered.

PLANNING/IMPLEMENTATION
Instructional Planning

OBJECTIVE 8	PLAN OBSERVATION AND ON-THE-JOB LEARNING EXPERIENCES RELATED TO CLASSROOM ACTIVITIES.

ACTIVITY #1	Invite a work-study supervisor to describe how a job is analyzed to determine the required traits and skills and how clients are matched with jobs.
CONDITIONS	Large group presentation and discussion. Ask participants to analyze several jobs and determine if individuals in the class are qualified for the position.
EVALUATION	Each participant wil prepare a written analysis of a job including a complete list of traits required for the job. The traits must match those presented in the DOT. The traits should be related to specific classroom experiences for a middle or senior high school student.

ACTIVITY #2	Read chapter 14 "Plant Tours" in R. Hoppock. Occupation Information. New York: McGraw-Hill, 1976.
CONDITIONS	Independent reading assignment followed by large group discussion.
EVALUATION	Each participant will describe the purposes of the plant tour and the procedures which should be followed when conducting such a tour.

ACTIVITY #3	List the ways in which an elementary counselor can assist an elementary teacher by planning observation and on-the-job experiences related to classroom teaching. Stress the team relationship which should exist to make such a relationship most beneficial.
CONDITIONS	Teams of three to five participants.
EVALUATION	Each team will list six ways in which an elementary counselor can assist a classroom teacher.

PLANNING/IMPLEMENTATION
Instructional planning

OBJECTIVE 9	IDENTIFY PRINTED CE RESOURCES.
ACTIVITY #1	Prepare a list of printed career education resources for students in the pre-service teacher education program.
CONDITIONS	Small groups of four to six.
EVALUATION	List at least 10 printed CE resources which could be used by students in the pre-service teacher education program.
ACTIVITY #2	Evaluate one resource book in CE.
CONDITIONS	Independent study with opportunity for small group discussion.
EVALUATION	Analyze the resource book in terms of the following criteria: a) Bias b) Accuracy c) Appropriateness d) Verbal and visual fluency e) Usefulness and versatility f) Overall rating (specific criteria developed by Cornell University, 1975).
ACTIVITY #3	Discuss CE resources (books, pamphlets, etc.) and where they can be located. Assign individuals to locate at least three sources. Each participant must identify the source they located, describe its use and critique it.
CONDITIONS	Large group discussion and presentation, plus individual assignment.
EVALUATION	Criteria for critique may be found in Activity #2.

PLANNING/IMPLEMENTATION
Instructional Planning

OBJECTIVE 9	IDENTIFY PRINTED CE RESOURCES (CONTINUED).
ACTIVITY #4	Identify potential information sources for CE materials, facilities and equipment (i.e., ERIC, books, local state and Federal sources).
CONDITIONS	Large group discussion with opportunity for small group interaction.
EVALUATION	Participants will list eight possible sources for information concerning CE materials, facilities and equipment.
ACTIVITY #5	Information sources will be collected by teams of participants on variables stated in objectives.
CONDITIONS	Small groups of participants will catagorize sources of information.
EVALUATION	A comprehensive bibliography will be compiled by participants on CE. Emphasis will be placed upon materials, facilities, and equipment.

PLANNING/IMPLEMENTATION
Instructional Planning

OBJECTIVE 10	UTILIZE SIMULATION, ROLE-PLAYING, AND GAMING EXPERIENCES APPROPRIATE FOR CE.
ACTIVITY #1	Read R. Bell and J. Coplans. Decisions, Decisions: Game Theory and You. New York: Norton, 1976. Relate the material to CE.
CONDITIONS	Independent reading assignment followed by small group meetings.
EVALUATION	Each participant will complete a five page analysis of the book and how it relates to CE.
ACTIVITY #2	Read N. R. F. Maier, A. R. Solem, and A. A. Maier. The Role-Play Technique: A Handbook for Management and Leadership Practice. La Jolla, Calif.: University Associates, 1975. Select one activity from those described in the book and adapt it for use with a group of middle or senior high school students.
CONDITIONS	Teams of three to five participants.
EVALUATION	Each team will prepare a role-playing activity appropriate for a CE program at a grade level specified by them. A team of public school teachers will determine whether the activity is appropriate for the purposes of the CE program.
ACTIVITY #3	Use the role-playing activity developed in activity #2 in a classroom with a group of 20 to 30 students.
CONDITIONS	On site in public school classroom with teams of five.
EVALUATION	Students participating in the activity will be asked to evaluate the experience by writing a short paragraph describing how they felt about it. The supervising teacher and the instructor will rate the activity as superior, average, or below average. A below average rating will necessitate repeating the activity.

PLANNING/IMPLEMENTATION
Instructional Planning

OBJECTIVE 10	UTILIZE SIMULATION, ROLE-PLAYING, AND GAMING EXPERIENCES APPROPRIATE FOR CE (CONTINUED).
ACTIVITY #4	Discuss the five major types of simulation including the following: a) computer simulations b) system simulation c) internation simulation d) gaming e) artificial intelligence Use as a reference R. P. Abelson, "Simulation of Social Behavior," in The Handbook of Social Psychology (G. Lindzey and E. Aronson, Eds.), Vol. 2, Reading, Mass.: Adison-Wesley, 1968, pp. 274-356.
CONDITIONS	Independent reading assignment followed by large group discussion.
EVALUATION	Each participant will describe in writing the five major types of simulation and will show how each could be adapted for a CE program.

PLANNING/IMPLEMENTATION
Instructional Planning

OBJECTIVE 11 — DEVELOP A FILING SYSTEM FOR CE MATERIALS.

ACTIVITY #1 — Read chapter 6 "Classifying and Filing Occupational Information" in R. Hoppock. Occupational Information. New York: McGraw-Hill, 1976.

CONDITIONS — Independent reading assignment followed by large group discussion.

EVALUATION — Each participant will outline the chapter and complete an objective monitoring instrument as a post-test to determine level of competence in the area.

ACTIVITY #2 — Describe in detail the following classification systems:

a) the Dictionary of Occupational Titles Classification.
b) United States Census Classification.
c) the classification system found in the Standard Industrial Classification Manual.
d) Bennett Occupations Filing Plan and Bibliography.
e) SRA Career Information Kit.
f) Occupational Library published by Chronicle Guidance Publications, Inc.

CONDITIONS — Large group lecture followed by library assignment.

EVALUATION — Each participant will describe in detail each of the classification systems listed in activity #2.

ACTIVITY #3 — Simulate a public school setting in which the participants role-play the part of a counselor or director of a CE program. Develop a filing system using, when appropriate, components from the systems listed in activity #2.

CONDITIONS — Teams of three to five participants.

EVALUATION — The filing system developed should be easy to use, comprehensive, expandable, and cross-indexed.

PLANNING/IMPLEMENTATION
Instructional Planning

OBJECTIVE 12	PLAN A PROGRAM FOR POTENTIAL DROPOUTS.
ACTIVITY #1	Discuss reasons why students drop out of school (i.e., adverse school or home conditions, marriage, military service, obtain a job). List several studies which examined the problem of dropouts to support the reasons presented.
CONDITIONS	Large group lecture with opportunity for small group discussion.
EVALUATION	Participants will list six major reasons why students drop out of school with reference citations.
ACTIVITY #2	Interview several students who have dropped out of school and several students identified as potential dropouts. Summarize the results of these interviews in a presentation to a group of college students or to a faculty member. Attempt to identify those characteristics which are possess-in common by the students.
CONDITIONS	Interviews could be conducted by individuals or teams of two or three participants within an actual school setting.
EVALUATION	Participants will be rated by their peers and the faculty on the presentation.
ACTIVITY #3	Describe an alternative program designed to assist students who are potential dropouts. Examine and evaluate several programs (preferably those funded by the USOE with external evaluators) developed for dropouts.
CONDITIONS	Large group discussion with opportunity to use ERIC.
EVALUATION	Faculty evaluation of written description of program with major emphasis placed on the development of a proposal based on objective evaluative data of successful projects.

PLANNING/INPLEMENTATION
Instructional planning

OBJECTIVE 13	ORGANIZE A CAREER FAIR.
ACTIVITY #1	Discuss planning activities necessary to organize a career fair (i.e., organizations, industries and persons to contact, times, events, etc.).
CONDITIONS	Large and small group discussions
EVALUATION	Presentation of a career fair organization chart. Variables for consideration will be those mentioned in activity #1.
ACTIVITY #2	Finalize organizational plans and "staging" of a career fair using school, community, and business resources and personnel.
CONDITIONS	Individual and group planning for career fair.
EVALUATION	Effectiveness of career fair will be determined by a panel of selected participants, school personnel and parents.
ACTIVITY #3	Assist a school district to organize a career fair by actually participating in the planning process, as well as the activities which occur during the fair.
CONDITIONS	Individual or teams of three to five.
EVALUATION	Participants must demonstrate actual involvement in a career fair and should summarize the activities in which they were involved.

PLANNING/IMPLEMENTATION
Instructional Planning

OBJECTIVE 14	DEVELOP INSTRUCTIONAL UNITS AND CURRICULAR MATERIALS FOR CE AS IDENTIFIED BY STUDENT INTEREST.
ACTIVITY #1	Organize CE instructional units according to areas of student interest. Design format should include large or small group instruction as well as materials for individual and self-instructional purposes.
CONDITIONS	Individual research with small group discussion of findings.
EVALUATION	Small groups of participants will present CE instructional units at a variety of grade levels and for differing classroom structures. Units will be evaluated by the instructor by use of a rating scale.
ACTIVITY #2	Curricula materials will be developed by participants that will be developed by participants that will be designed to enhance and reinforce the instructional units designed in activity #1.
CONDITIONS	Small group activity with opportunity for large group discussion.
EVALUATION	Curricular materials developed for use with CE instructional units will be presented by individual and small groups of participants.
ACTIVITY #3	Small groups of participants will utilize media resources appropriate for units designed in activity #1.
CONDITIONS	Small group with opportunity for large group discussion.
EVALUATION	Participants will a) list at least one media resource and b) demonstrate proficiency in handling all equipment required for using the resource.

SECTION G

PLANNING/IMPLEMENTATION

COMMUNITY ASSESSMENT

Career Education

COMMUNITY ASSESSMENT

1. Identify significant groups within a community.

2. Develop skills needed to collect and analyze community assessment data.

    a) Develop procedures for a community survey.

    b) Develop instruments necessary for conducting a community assessment.

    c) Analyze data obtained from community sources.

3. Identify individuals who could serve as career education resources.

    a) Utilize parents of school age children and other community residents.

    b) Utilize service groups and local religious organizations.

    c) Obtain support from local businesses.

4. Discuss apprenticeship programs.

5. Compile a list of on-the-job training opportunities.

6. Compile a list of post-high school training institutions.

7. Increase knowledge of manpower and employment trends.

8. Identify printed career education resources available locally.

PLANNING/IMPLEMENTATION
Community Assessment

OBJECTIVE 1	IDENTIFY SIGNIFICANT GROUPS WITHIN THE COMMUNITY.
ACTIVITY #1	Visit the library reference room and review local economic, employment, family, racial, and ethnic information from such books as the Chamber of Commerce Population Fact Book. Summarize some of the major descriptive facts.
CONDITIONS	Independent research.
EVALUATION	List in writing five major statistical characteristics of the local community.
ACTIVITY #2	Compile a photographic essay of different economic, racial, and ethnic groups in the local community.
CONDITIONS	Small teams or independent research.
EVALUATION	Make a 12-20 page photographic essay on local groups and their environment.
ACTIVITY #3	Discuss the implications of racial, ethnic, and sexual prejudicial practices as related to CE.
CONDITIONS	Small group (5-10) discussion.
EVALUATION	Write a two-page critique of typical biases in CE programs.
ACTIVITY #4	Play in a group of 6-20 people the simulation game Ghetto.
CONDITIONS	Small group discussion ranging from 6-20 participants.
EVALUATION	Make a written list of five key learnings identified by the players during the post-game discussion.

PLANNING/IMPLEMENTATION
Community Assessment

OBJECTIVE 2	DEVELOP SKILLS NEEDED TO COLLECT, ANALYZE, AND UTILIZE NEEDS ASSESSMENT DATA.

ACTIVITY #1	Develop interview skills relevant both for the employer and employee.
CONDITIONS	Large group demonstration followed by role-playing with another participant.
EVALUATION	Give an oral report on the different feelings experienced in different roles.

ACTIVITY #2	Develop interview skills important for gathering data.
CONDITIONS	Individuals will audio-tape three interviews with high school students concerning their perception of the significance of CE.
EVALUATION	Participants will evaluate tapes in teams and will list the most common errors made by individuals.

ACTIVITY #3	Identify three needs assessment instruments including at least one which could be used to determine CE needs.
CONDITIONS	Independent assignment.
EVALUATION	Participants will list the names of three needs assessment instruments and will rate each one as satisfactory or unsatisfactory for use in assessing CE needs.

PLANNING/IMPLEMENTATION
Community Assessment

OBJECTIVE 2A	DEVELOP PROCEDURES FOR A COMMUNITY SURVEY.
ACTIVITY #1	Read a textbook on survey research (i.e., Des Raj, The Design of Sample Surveys, New York: McGraw-Hill, 1972; D. P. Warwick and C. A. Lininger, The Sample Survey: Theory and Practice, New York: McGraw-Hill, 1975; W. G. Cochran, Sampling Techniques, New York: Hohn Wiley, 1963; H. H. Hyman, Survey Design and Analysis, Glenco, Ill: Free Press, 1955) and review the procedures which should be followed in conducting a survey.
CONDITIONS	Independent study followed by report to faculty.
EVALUATION	Each participant should list the procedures which should be followed in conducting a survey.
ACTIVITY #2	Participants will review essential concepts in sampling design and will define the major types of sampling.
CONDITIONS	Lecture and large group discussion.
EVALUATION	Participants will list, define, and give an example of the following types of sampling: a) simple random; b) systematic; c) stratified; and d) cluster.
ACTIVITY #3	Distinguish among the following scales: a) Likert; b) Thurstone; c) Guttman.
CONDITIONS	Large group lecture.
EVALUATION	Each participant will develop a five item scale of each type listed above and will describe the major weaknesses of each.

PLANNING/IMPLEMENTATION
Community Assessment

OBJECTIVE 2B	DEVELOP INSTRUMENTS NECESSARY FOR CONDUCTING A COMMUNITY ASSESSMENT.
ACTIVITY #1	Review the section on item development in L. Wolfe, R. J. McCowan, and R. Hardick. The Advent Central Schools Simulation Exercise. Albany, New York: New York State Education Department, 1975.
CONDITIONS	Independent reading assignment followed by large group discussion.
EVALUATION	Each participant will develop 15 items which conform to the guidelines provided in the reference listed above.
ACTIVITY #2	Develop a questionnaire and survey a sample of a local community to determine their attitudes towards CE.
CONDITIONS	Large group lecture followed by teams of eight to 10 participants to conduct the survey.
EVALUATION	Each team must use proper sampling techniques in selecting the survey and must obtain a response of 70 percent or more.
ACTIVITY #3	Conduct a computer search of ERIC to locate recent studies which have surveyed community residents. Obtain copies of each instrument to critique.
CONDITIONS	Large group discussion with a committee of three participants to conduct the search.
EVALUATION	The committee should identify at least six instruments used for community surveys. The total group should evaluate each item on the questionnaires and should, when appropriate, edit each instrument. A single instrument should be derived from this activity.

PLANNING/IMPLEMENTATION
Community Assessment

OBJECTIVE 2C	ANALYZE DATA OBTAINED FROM COMMUNITY SOURCES.
ACTIVITY #1	Read chapter 8 "Local Sources: Community Surveys--Job Analysis--Job Restructuring--Follow-up Studies" in W. Norris, F. R. Zeran, R. N. Hatch, and J. R. Engelkes. The Information Service in Guidance. Chicago: Rand-McNally, 1972.
CONDITIONS	Independent reading assignment followed by an objective and essay examination.
EVALUATION	Each participant will demonstrate an awareness of the types of community surveys and the various techniques used in conducting the different types of surveys.
ACTIVITY #2	Analyze the results of a survey which has already been completed without having access to the completed report.
CONDITIONS	Present the participants with a survey which has assessed community needs, but omit the analysis, recommendations, and conclusions. Each participant working individually will prepare a report based on the available data, after which each report will be compared to the original.
EVALUATION EVALUATION	Participants will be evaluated on the extent to which their reports conform to the original.
ACTIVITY #3	Conduct a community telephone survey with the major objective of determining community needs which could be met by a community survey. Make recommendations based on the results.
CONDITIONS	Committees of three to five participants will be assigned responsibilities for the survey.
EVALUATION	Participants should complete the survey and obtain a response of 70 percent or more. A team of faculty will evaluate the recommendations on a satisfactory/unsatisfactory basis.

PLANNING/IMPLEMENTATION
Community Assessment

OBJECTIVE 3	IDENTIFY INDIVIDUALS WHO COULD SERVE AS CE RESOURCES.
ACTIVITY #1	Discuss with a group of five participants categories of persons who should be included in a community resource group.
CONDITIONS	Small groups of five.
EVALUATION	Write a brief report presenting the rationale for the categories of persons selected to serve as a community resource group.
ACTIVITY #2	Draft a sample letter that could be sent to all of the persons you would invite to serve on a community resource group.
CONDITIONS	Lecture and individual assignment.
EVALUATION	Faculty evaluation of sample letter on the basis of neatness, accuracy, and appeal.
ACTIVITY #3	Attend a meeting of a local service organization (i.e., Lions, Rotary, Kiwanias) and in a 15-minute presentation discuss the purpose of CE and solicit the assistance of the members as a community resource.
CONDITIONS	Individual or teams of two or three.
EVALUATION	Each participant will recruit at least three members of a service organization as a CE resource person.

PLANNING/IMPLEMENTATION
Community Assessment

OBJECTIVE 3	IDENTIFY INDIVIDUALS WHO COULD SERVE AS CE RESOURCES (CONTINUED).
ACTIVITY #4	Interview personnel officers from three different major industries. Assess future manpower needs of their companies.
CONDITIONS	Individual or small group activity.
EVALUATION	Write a two-page report summarizing the major findings of interviews.
ACTIVITY #5	Conduct research using references on community and employment needs (i.e., Manpower Directions in New York State).
CONDITIONS	Independent study or teams of two or three.
EVALUATION	Write a two-page essay entitled "Program Priorities in Career Education Based on Community Needs."

PLANNING/IMPLEMENTATION
Community Assessment

OBJECTIVE 3A	UTILIZE PARENTS OF SCHOOL AGE CHILDREN AND OTHER COMMUNITY RESIDENTS.

ACTIVITY #1	Instruct participants anonymously to list on a 3 x 5 card the careers of both parents.
CONDITIONS	Large group activity.
EVALUATION	Make a chart listing and describing the careers of parents of participants. Faculty and participants will evaluate the activity as very satisfactory, satisfactory, or unsatisfactory.

ACTIVITY #2	Audio-tape a group discussion with participants concerning the advantages and disadvantages of their parents' careers.
CONDITIONS	Teams of three participants will complete and review tapes.
EVALUATION	Peers will review and critique tapes of other participants.

ACTIVITY #3	Interview cooperating parents individually to determine a) why they chose their careers; b) the amount of satisfaction they derive from their careers; and c) what career would they prefer their children to pursue.
CONDITIONS	Small teams of participants will conduct personal interviews with parents willing to cooperate.
EVALUATION	Results of interviews will be tabulated with tentative implications and conclusions drawn.

PLANNING/IMPLEMENTATION
Community Assessment

OBJECTIVE 3A	UTILIZE PARENTS OF SCHOOL AGE CHILDREN AND OTHER COMMUNITY RESIDENTS (CONTINUED).

ACTIVITY #4	Discuss the problems involved in gathering data without invading privacy.
CONDITIONS	Large group/small group discussion.
EVALUATION	Write a two page essay on strategies of gathering career information from parents, while avoiding potentially sensitive areas.

ACTIVITY #5	Select a cross-section of parents who represent a variety of occupations to participate in a panel discussion.
CONDITIONS	Large group activity.
EVALUATION	Participants will list the occupations of the participants and will summarize key points raised by the panelists.

PLANNING/IMPLEMENTATION
Community Assessment

OBJECTIVE 3B	UTILIZE SERVICE GROUPS AND LOCAL RELIGIOUS ORGANIZATIONS.

ACTIVITY #1	Prepare a list of local service organizations which includes the name, address and telephone number of the organization. Include the name of the president, the time and date of regular meetings, and the major purpose of the group.
CONDITIONS	Small groupsof five participants will collect the above information for different communities in the area.
EVALUATION	Each group should prepare a complete listing for the community for which they are responsible.

ACTIVITY	Prepare a list of local religious organizations, which includes the name, address, telephone number, and name and title of the individual who serves as the chief religious officer (i.e., pastor, rabbi, minister, etc.).
CONDITIONS	See activity #1.
EVALUATION	See activity #1.

ACTIVITY #3	Plan a dinner meeting for a group of service club presidents and religious leaders in a community. Obtain the cooperation of a local P.T.A.
CONDITIONS	Committee assignments to groups of three to six participants.
EVALUATION	The committee should prepare the following: a) guest list. b) details on arrangements for dinner, including the program and the menu. c) letters of invitation.

PLANNING/IMPLEMENTATION
Community Assessment

OBJECTIVE 3C	OBTAIN SUPPORT FROM LOCAL BUSINESSES.
ACTIVITY #1	Brainstorm in several small groups the kinds of questions to be included in a survey instrument designed to obtain occupational information from employers.
CONDITIONS	Series of small group discussions (two to four).
EVALUATION	Rank-order in writing the most frequent questions agreed on for the survey instrument and prepare the final instrument.
ACTIVITY #2	Write a sample cover letter to employers to be sent with the occupational data survey instrument.
CONDITIONS	Individual assignment.
EVALUATION	Instructor will evaluate the cover-letter on the basis of neatness, clarity and appeal.
ACTIVITY #3	Mail the survey to a random sample of local businesses. Conduct followups until at least 70% of the sample has responded.
CONDITIONS	Committee assignments for specific areas of responsibility.
EVALUATION	At least 70% of the sample must return a completed survey.
ACTIVITY #4	Compile, summarize and analyze data obtained from the survey.
CONDITIONS	Results will be tabulated by individually selected participants and presented to the class for analysis.
EVALUATION	Participants will summarize and analyze the data and make preliminary recommendations to the instructor.

PLANNING/IMPLEMENTATION
Community Assessment

OBJECTIVE 3C	OBTAIN SUPPORT FROM LOCAL BUSINESSES (CONTINUED).
ACTIVITY #5	Identify major local employers by reviewing Standard and Poors Index.
CONDITIONS	Independent study/library research.
EVALUATION	List the ten major local employers and the number of individuals employed.
ACTIVITY #6	Compile a written list of local institutions and specific businesses in the areas of health, public service, agriculture, marketing, construction, transportation, and education.
CONDITIONS	Teams of three to five participants.
EVALUATION	Write a list of names of all local companies involved in each of the above areas.
ACTIVITY #7	Telephone companies and ask whether they would be willing to send a speaker to a local school.
CONDITIONS	Individual activity
EVALUATION	Each participant will contact five companies and will obtain the name of a speaker from each.

PLANNING/IMPLEMENTATION
Community Assessment

OBJECTIVE 4	DISCUSS APPRENTICESHIP PROGRAMS.
ACTIVITY #1	Compile a written list of apprenticeship programs in local agencies and industries, including information concerning training requirements, annual number of job openings, beginning and potential salary, and a contact person.
CONDITIONS	Teams of two or three.
EVALUATION	Each team will compile a list of at least six apprenticeship training programs, including the information listed in activity #1.
ACTIVITY #2	Conduct a telephone interview with a representative from BOCES. Describe the relationship between BOCES programs and apprenticeship programs.
CONDITIONS	Individual or small groups of five to seven.
EVALUATION	Participants will summarize the interview and will describe the relationship between BOCES programs and apprenticeship programs.
ACTIVITY #3	Invite a representative from local labor unions to describe the apprenticeship training program.
CONDITIONS	Panel discussion with large groups.
EVALUATION	Participants will a) outline the major aspects of the varied apprenticeship programs discussed and, b) rate the presentation as useful or not useful.

PLANNING/IMPLEMENTATION
Community Assessment

OBJECTIVE 4	DISCUSS APPRENTICESHIP PROGRAMS (CONTINUED)
ACTIVITY #4	Invite a panel of local contractors to discuss job opportunities and training requirements in local apprenticeship programs.
CONDITIONS	A committee of participants will invite a panel of at least three contractors to meet with the group.
EVALUATION	Participants will a) outline the major aspects of the varied apprenticeship programs discussed and, b) rate the presentation as useful or not useful.

PLANNING/IMPLEMENTATION
Community Assessment

OBJECTIVE 5	COMPILE A LIST OF ON-THE-JOB TRAINING OPPORTUNITIES.
ACTIVITY #1	Visit the State Employment Agency and interview a counselor concerning local opportunities for on-the-job training.
CONDITIONS	Teams of three to five participants.
EVALUATION	Teams will summarize the results of the interviews and will prepare a chart describing areas in which employment openings are available.
ACTIVITY #2	Compile a photographic essay of three on-the-job training programs.
CONDITIONS	Teams of three to five participants.
EVALUATION	Teams will prepare a six to ten page photographic essay on local businesses and their on-the-job training programs.
ACTIVITY #3	Invite a panel of workers (use participants when appropriate) who obtained their training through on-the-job training experience.
CONDITIONS	Large group presentation and discussion with committee assignments.
EVALUATION	Participants should summarize relevant aspects of the presentation and develop a brochure for high school students describing how an individual can obtain and profit from on-the-job experience.

PLANNING/IMPLEMENTATION
Community Assessment

OBJECTIVE 6	COMPILE A LIST OF POST-HIGH SCHOOL TRAINING INSTITUTIONS.
ACTIVITY #1	Visit a library and examine a guide to post-secondary education and training.
CONDITIONS	Individual or small group activity.
EVALUATION	List three local colleges, three local technical schools, and three local specialized training programs and give a brief description of each program. Include the title and author of the reference used.
ACTIVITY #2	Audio-tape an interview with a school guidance counselor concerning different types of post-secondary educational programs, their requirements, and costs.
CONDITIONS	Teams of three participants.
EVALUATION	Participant teams will critique tapes made by each team member and will summarize the results of the interviews.
ACTIVITY #3	Interview an admissions counselor from a private college, a state college, a public community college, and a private business school to determine differences in a) tuition; b) admission criteria; c) program offerings; and d) placement record.
CONDITIONS	Teams of three to five participants.
EVALUATION	The group will summarize the data obtained from the interviews and will prepare a brochure appropriate for dissemination to high school students.

WORLD OF WORK
Community Assessment

OBJECTIVE 7	INCREASE KNOWLEDGE OF MANPOWER NEEDS AND EMPLOYMENT TRENDS.
ACTIVITY #1	A representative from the Department of Labor will discuss the manpower needs and employment trends at the local, state and national levels.
CONDITIONS	Large group instruction.
EVALUATION	Each participant will list six occupations that are projected to increase at the local, state and national levels.
ACTIVITY #2	Participants will review manpower needs and employment trends at local, state, and national levels collected from a variety of resources including: newspapers, magazines, Department of Labor, State Employment Office, etc.
CONDITIONS	Individual assignment with opportunities for small group discussion.
EVALUATION	Given the manpower needs and employment trends at the local, state and national level, the participant will graph employment trends from 1950 to 1985.
ACTIVITY #3	Invite a panel of employers and/or personnel directors to discuss both current and projected manpower needs in their areas.
CONDITIONS	Large group discussion with opportunity for individual interaction.
EVALUATION	Participants will submit a written report in which they identify at least one manpower need and employment trend at the local, state, and national levels.

PLANNING/IMPLEMENTATION
Community Assessment

OBJECTIVE 7	OBTAIN INFORMATION ON LOCAL MANPOWER AND EMPLOYMENT TRENDS (CONTINUED)
ACTIVITY #4	Telephone interview a representative from the Labor Department's Bureau of Labor Statistics concerning employment needs in the local area.
CONDITIONS	Individual or small groups of two to five.
EVALUATION	Write want-ads for jobs in five local employment need areas.
ACTIVITY #5	Visit the State Employment Agency and interview an office supervisor concerning jobs most frequently and least frequently available in the region.
CONDITIONS	Individual or small groups of two to five.
EVALUATION	Write a two-page critical analysis which describes the process of finding a job through the State Employment Agency and lists the jobs most frequently and least frequently available in the region.
ACTIVITY #6	Invite a speaker from a local State of Federal employment office or from the Bureau of Labor Statistics to discuss future trends in manpower needs.
CONDITIONS	Large group lecture/discussion.
EVALUATION	Participants will summarize the major points presented by the speaker.
ACTIVITY #7	Compile for distribution a questionnaire concerning needed professional employment in the United States. Questionnaire will be sent to a sample of colleges and universities from selected geographic areas in the U. S.
CONDITIONS	Small group sessions.
EVALUATION	Finalized questionnaire will be presented to faculty for evaluation.

PLANNING/IMPLEMENTATION
Community Assessment

OBJECTIVE 8	IDENTIFY PRINTED CE RESOURCES AVAILABLE LOCALLY.
ACTIVITY #1	Visit a local vocational high school and collect sample printed material on careers.
CONDITIONS	Small group or committee to gather data and report to large group.
EVALUATION	List in writing in appropriate categories the types and names of significant printed CE material available for secondary pupils.
ACTIVITY #2	Visit a public library and inspect the card catalog to determine what resources are available.
CONDITIONS	Small groups to gather data and report to large group.
EVALUATION	Compile a bibliography of books on careers available from public libraries in the area.
ACTIVITY #3	Visit the local Chamber of Commerce and/or other service clubs, such as Rotary or Kiwanias, and review material available from these sources.
CONDITIONS	Teams of two or three participants.
EVALUATION	Teams will list and briefly describe in one or two sentences all printed resources available from these sources.

SECTION H

PLANNING/IMPLEMENTATION

UTILIZATION OF LOCAL RESOURCES

UTILIZATION OF LOCAL RESOURCES

1. Form a community advisory board.
2. Establish an industry/education council.
3. Utilize community resource personnel in career education activities.
4. Develop career education activities with governmental agencies.
5. Organize work experience programs on a credit and non-credit basis.
6. Use personnel from institutions of higher education as consultants in the career education program.
7. Organize field trips in the community which assist in meeting program objectives.
8. Utilize school staff in developing a career education program.
    a) Organize a school staff advisory committee.
    b) Utilize guidance staff in the career education program.
9. Utilize employers and personnel directors from local businesses.
10. Coordinate "team efforts" among school and community groups in developing career education activities.
11. Design inservice training programs for school staff and members of the community.
12. Form a student advisory committee.
13. Develop publicity materials describing career education

PLANNING/IMPLEMENTATION
Utilization of Local Resources

OBJECTIVE 1	FORM A COMMUNITY ADVISORY BOARD.
ACTIVITY #1	Brainstorm in small group discussions the names of specific persons from different segments of the community who could be invited to join a community advisory board and draft a letter inviting them to join the board.
CONDITIONS	Brainstorm in small groups of five to 10.
EVALUATION	Faculty evaluation of the list of persons based on the representativeness of the group in regard to significant community subgroups. The appropriateness of the letter will be rated.
ACTIVITY #2	Participants and selected members of the community will establish guidelines and objectives for a community advisory board.
CONDITIONS	When presented with material describing a simulated community, participants will discuss the problem in a large group followed by small group brainstorming sessions.
EVALUATION	Each small group will present a formalized list of guidelines and objectives for a community advisory board.
ACTIVITY #3	Request from a representative of a local community advisory board a copy of their by-laws and any written descriptions of the objectives and responsibilities of the group.
CONDITIONS	Small group assignment with a report to the entire class.
EVALUATION	Summarize in writing the role and function of the board.

PLANNING/IMPLEMENTATION
Utilization of Local Resources

OBJECTIVE 1	FORM A COMMUNITY ADVISORY BOARD (CONTINUED).
ACTIVITY #4	Design a role-play exercise of a meeting of six members of a community advisory board.
CONDITIONS	Contact several members of local advisory boards and invite them to observe the role play exercise. After the exercise is completed, allow time for a large group discussion.
EVALUATION	Participants and board members will evaluate the activity based on the realism of the role-play exercise.

PLANNING/IMPLEMENTATION
Utilization of Local Resources

OBJECTIVE 2	ESTABLISH AN INDUSTRY/EDUCATION COUNCIL.
ACTIVITY #1	Define the term "industry/education council."
CONDITIONS	Large group discussion and small group activity.
EVALUATION	Each small group of participants will define "industry/education council" including the major concept that it is a group of individuals who represent the business community and assist the public schools by providing personnel resources and advice on ways in which the schools can work more effectively with business and industry.
ACTIVITY #2	Describe the objectives, responsibilities, and composition of an industry/education council.
CONDITIONS	Small group discussion.
EVALUATION	Each small group will list the major objectives and responsibilies of an industry/education council and will prepare a list of individuals in the local community who could be asked to serve on such a group.
ACTIVITY #3	Participants will identify a school system with an industry/education council, will visit the school district, and will attend a meeting of the industry/education council.
CONDITIONS	Teams of five to eight participants.
EVALUATION	Each team will develop a brief report concerning their perceptions of the industry/education council placing special emphasis on the manner in which the council meets its stated objectives.

PLANNING/IMPLEMENTATION
Utilization of Local Resources

OBJECTIVE 2	ESTABLISH AN INDUSTRY/EDUCATION COUNCIL (CONTINUED).
ACTIVITY #4	Request a copy of the by-laws and minutes of recent meetings from a local industry/education council.
CONDITIONS	Form a class committee which will complete the assignment and report to the entire group.
EVALUATION	The group of participants will evaluate the committee report as satisfactory or unsatisfactory. Eighty percent of the individual participant ratings must be satisfactory.
ACTIVITY #5	Audio-tape an interview with a member of a local industry/education council.
CONDITIONS	Small teams of three to five participants.
EVALUATION	Each team of participants will evaluate the tapes of all other teams. A majority of the ratings must be satisfactory or higher.
ACTIVITY #6	In a community which does not have an industry/education council, identify individuals who could be contacted as potential members and prepare a letter inviting these individuals to serve on the council.
CONDITIONS	Participants will use available resources (i.e., telephone directory, chamber of commerce lists, membership rosters of service clubs) to prepare the list.
EVALUATION	Faculty evaluation of the list based on thorough coverage of the community and representativeness of the list.
ACTIVITY #7	Contact members of a local industry/education council to schedule a meeting to discuss the present and future objectives of the council.
CONDITIONS	Individual participants will contact a council member and arrange a series of small group meetings to discuss the objectives.
EVALUATION	Participants, faculty and council members will evaluate the activity.

PLANNING/IMPLEMENTATION
Utilization of Local Resources

OBJECTIVE 3	UTILIZE COMMUNITY RESOURCE PERSONNEL IN CE ACTIVITIES.
ACTIVITY #1	Design a program which involves retired persons as a resource to carry out instructional tasks in CE.
CONDITIONS	Small groups of five to eight participants.
EVALUATION	Participants will compile a 10 page photographic essay of the cross-age tutoring program, as well as a log which details the chronology of tasks required to complete the activity.
ACTIVITY #2	Video-tape speakers and/or activities from at least two local businesses to be used in classroom instruction.
CONDITIONS	Small groups of five to eight participants.
EVALUATION	Participants will field test the materials by presenting them to a group of public school pupils. The pupils will evaluate the materials by using a brief Likert scale and by writing a 50 to 100 word paragraph telling what they liked and disliked about the presentation.
ACTIVITY #3	List and describe the various ways in which community resource personnel could be used in CE activities.
CONDITIONS	Large group lecture and discussion.
EVALUATION	Participants will list and describe at least 10 ways coummunity resource personnel could be used in CE activities.

PLANNING/IMPLEMENTATION
Utilization of Local Resources

OBJECTIVE 4	DEVELOP CE ACTIVITIES WITH GOVERNMENTAL AGENCIES.
ACTIVITY #1	Plan and implement a field trip with pupils to a State or Federal office building to experience and study various departments of government.
CONDITIONS	Small groups of three to five participants.
EVALUATION	Each participant will list three significant learnings acquired on the field trip and will rank order the learnings in order of significance.
ACTIVITY #2	Invite the director of personnel from a local city or county governmental agency to speak to the pupils on careers and job opportunities in public service.
CONDITIONS	Large group/small group discussion.
EVALUATION	Participants will audio-tape each presentation and the instructor will evaluate each presentation as satisfactory or unsatisfactory for classroom use with elementary or secondary school pupils.
ACTIVITY #3	Complete a research study which examines the changing trends in public employment during the 20th century. Indicate where increases and decreases in certain types of jobs will occur in various regions of the country and at various levels of government.
CONDITIONS	Independent research.
EVALUATION	Participants will complete a 10 to 20 page research paper which summarizes changing patterns of employment in the public sector. All references must contain a reference source or citation.

PLANNING/IMPLEMENTATION
Utilization of Local Resources

OBJECTIVE 5	ORGANIZE WORK EXPERIENCE PROGRAMS ON A CREDIT AND NON-CREDIT BASIS.
ACTIVITY #1	Plan a work-study experience for middle or senior high school pupils with the director of continuing education at a local college. Discuss the possibility of having the pupils earn college credit for the experience.
CONDITIONS	Small groups of five to 10 participants.
EVALUATION	Participants will keep a journal of their experiences which will be rated by the instructor as good, fair, or poor.
ACTIVITY #2	Plan and implement a one week apprenticeship with a local businessman for one pupil.
CONDITIONS	Individual assignment followed by large group discussion.
EVALUATION	The pupil and the participant will maintain a log of experiences in the project which will be evaluated by the instructor as satisfactory or unsatisfactory.
ACTIVITY #3	Develop a handbook which lists the procedures which should be followed in organizing work experience programs.
CONDITIONS	Large group discussion with assignments to committees of five or six participants.
EVALUATION	The participants will prepare a handbook which lists the procedures necessary to establish a work experience program.

PLANNING/IMPLEMENTATION
Utilization of Local Resources

OBJECTIVE 6	USE PERSONNEL FROM INSTITUTIONS OF HIGHER EDUCATION AS CONSULTANTS IN THE CE PROGRAM.
ACTIVITY #1	Write a letter which could be sent to local institutions of education asking what types of assistance they could provide to local school districts without charge. Prepare a list of the names and addresses of these institutions, in addition to the name of the CE contact person.
CONDITIONS	Teams of three to five participants.
EVALUATION	Each team must have a complete and accurate listing of the local institutions of higher education. The instructor will evaluate the letter on its conciseness, persuasiveness, and courtesy.
ACTIVITY #2	Invite a faculty member from local college to assist a local school district to design an evaluation for a CE program.
CONDITIONS	Teams of three to five participants.
EVALUATION	Each team with the assistance of the college faculty member will design a formative evaluation system for a CE program in a local school district.
ACTIVITY #3	Invite a group of administrators from a local community college, a public university, and a private four year college to participate in a panel discussion on the topic "Career Education in Higher Education."
CONDITIONS	Panel discussion with opportunity for question/answer period.
EVALUATION	Participants will rate each panel member on the presentation as satisfactory or unsatisfactory and will summarize the major points raised by each panelist.

PLANNING/IMPLEMENTATION
Utilization of Local Resources

OBJECTIVE 7	ORGANIZE FIELD TRIPS IN THE COMMUNITY WHICH ASSIST IN MEETING PROGRAM OBJECTIVES.
ACTIVITY #1	Make a list of field trips in the community which would be appropriate for a) primary; b) middle school; c) senior high school students. Relate each field trip to a specific program goal of the school.
CONDITIONS	Large group lecture/discussion followed by committee activity with specific assignments for each subgroup.
EVALUATION	Each team will list five or more field trips for each grade level and will indicate which educational progam goal the field trip would reinforce.
ACTIVITY #2	Develop a list of procedures which could be used by teachers to organize a field trip.
CONDITIONS	Buzz sessions of small groups of participants. A recorder should be assigned to keep notes for each group and report to the class. Consensus should reached by the entire group on the final list of procedures.
EVALUATION	The group should prepare a list of sequenced procedures which could serve as a guide for in teachers who intend to conduct a field trip.
ACTIVITY #3	Read the section on field trips in W. Norris, F. R. Zeran, R. N. Hatch, and J. R. Engelkes. The Information Service in Guidance. Chicago: Rand McNally, 1972. Discuss the advantages and limitations of field trips and the principles which should be followed in planning a field trip.
CONDITIONS	Independent reading assignment followed by large group discussion.
EVALUATION	Participants will list the major advantages and limitations of field trips and the eight principles which should be followed in conducting such trips.

PLANNING/IMPLEMENTATION
Utilization of Local Resources

OBJECTIVE 8A	ORGANIZE A SCHOOL STAFF ADVISORY COMMITTEE.
ACTIVITY #1	Draft a letter to all members of the school staff providing information on the needs and activities of a school staff advisory committee. Request them to indicate whether they are interested in becoming a member of the group.
CONDITIONS	Participants will a) form small groups or "committees" of five individuals to draft the letter; b) role play members of the school staff; and c) react to letters prepared by the other groups. Each group will rate the letters of all other groups as satisfactory or unsatisfactory.
EVALUATION	The instructor will evaluate the letters on a three point scale ranging from poor to good.
ACTIVITY #2	Design and implement a short role-play exercise for a faculty meeting illustrating some of the needs and tasks of CE at a simulated school. At the end of the exercise ask faculty and staff to form a school advisory committee.
CONDITIONS	Large group role-play activity.
EVALUATION	Make a video-tape of the role-play exercise which will be rated by a team of faculty who will use a scale to measure the effectiveness of the group processes demonstrated by the group.
ACTIVITY #3	Describe the responsibilities of a school staff advisory committee.
CONDITIONS	Large group discussion/small group activity.
EVALUATION	Each small group of participants will list at least six responsibilities of a school staff advisory committee.

PLANNING/IMPLEMENTATION
Utilization of Local Resources

OBJECTIVE 8B	UTILIZE GUIDANCE STAFF IN THE CE PROGRAM.
ACTIVITY #1	Interview a guidance counselor in a local public school to determine his attitudes towards the role of a counselor in a school staff advisory committee.
CONDITIONS	Small teams of participants will visit the counselors.
EVALUATION	Each team will list five specific functions a counselor could serve on a school staff advisory committee which differ from those of a classroom teacher.
ACTIVITY #2	Review recent journals and publications in the field of CE and summarize all material which discusses the role of a guidance counselor in a CE program.
CONDITIONS	Individual research assignment.
EVALUATION	Each participant will complete a five page paper which summarizes material gathered from at least six sources.
ACTIVITY #3	Develop a job description for a school counselor which specifies responsibilities they would have in a CE program.
CONDITIONS	Buzz sessions.
EVALUATION	Partizipants will complete a job description which lists at least six specific responsibilities of a counselor in a CE program.
ACTIVITY #4	Invite a group of five to 10 counselors from local school districts to brainstorm ways in which guidance staff could be utilized in a CE program.
CONDITIONS	Small groups of participants and counselors will brainstorm the problem and will share ideas in a large group setting. A team of three participants will be assigned to organize the suggestions into a report which will be duplicated for the class.
EVALUATION	The report should list at least 10 ways in which guidance counselors could be utilized in a CE program.

PLANNING/IMPLEMENTATION
Utilization of Local Resources

OBJECTIVE 9	UTILIZE EMPLOYERS AND PERSONNEL DIRECTORS FROM LOCAL BUSINESSES.
ACTIVITY #1	Conduct a telephone survey of local businesses to determine the ways in which the employers and personnel directors might assist the school in the CE program.
CONDITIONS	Form committees from the entire group with specific responsibilities for aspects of the telephone survey.
EVALUATION	Committees of participants will submit the procedures followed, the call record sheet, and an analysis of the data gathered. The sampling design should be described.
ACTIVITY #2	Make a video-tape of a series of interviews with employers and personnel directors stressing the ways in which they feel they can assist the schools in the CE program/
CONDITIONS	Large groups discussion with a subcommittee assigned the responsibility of preparing the video-tape.
EVALUATION	Each participant will evaluate the video-tape as satisfactory or unsatisfactory. Ninety percent of the participants must rate the tape as satisfactory or another tape must be made.
ACTIVITY #3	Organize a "Shadow Program" in which children from local businesses spend a period of time with an employer.
CONDITIONS	Large group discussion followed by assignments to teams of three to five participants.
EVALUATION	Each team will obtain agreement from at least six businessmen to participate in the shadown program.

PLANNING/IMPLEMENTATION
Utilization of Local Resources

OBJECTIVE 10	COORDINATE "TEAM EFFORTS" AMONG SCHOOL AND COMMUNITY GROUPS IN DEVELOPING CE ACTIVITIES.
ACTIVITY #1	Write a letter to the editor of a local newspaper concerning selected local needs and approaches to CE.
CONDITIONS	Large group discussion and individual assignment.
EVALUATION	Faculty will evaluate each letter on the basis of clarity and persuasiveness.
ACTIVITY #2	Draw a poster concerning the merits of CE and request a local merchant to display the poster.
CONDITIONS	Individual assignment.
EVALUATION	Each participant must complete a poster and obtain the agreement of a local merchant to display it.
ACTIVITY #3	Organize a consciousness raising program with a local feminist group to broaden the awareness of female pupils of career opportunities.
CONDITIONS	Large group discussion.
EVALUATION	Participants will compile a photographic essay and an audiotaped record of the program. Faculty and participants will evaluate the activity.
ACTIVITY #4	Organize a CE fair in a local school district which involves community leaders.
CONDITIONS	Teams of participants will be assigned specific responsibilities as "committees." A steering committee will coordinate all activities in organizing the fair.
EVALUATION	Participants will develop a list of procedures which could be used in orgznizing a CE fair.

PLANNING/IMPLEMENTATION
Utilization of Local Resources

OBJECTIVE 10	COORDINATE "TEAM EFFORTS" AMONG SCHOOL AND COMMUNITY GROUPS IN DEVELOPING CE ACTIVITIES (CONTINUED).
ACTIVITY #5	Plan a volunteer program in which pupils do public service activities at a local agency funded by United Way.
CONDITIONS	Small group activity.
EVALUATION	Participants will maintain a journal of their experiences and will visit at least three United Way agencies to determine their interest in participating in such a program.

PLANNING/IMPLEMENTATION
Utilization of Local Resources

OBJECTIVE 11	DESIGN INSERVICE TRAINING PROGRAMS FOR SCHOOL STAFF AND MEMBERS OF THE COMMUNITY.
ACTIVITY #1	Design a role-play simulation game of a meeting in a public school district organized to plan a CE inservice training program.
CONDITIONS	Small groups of five to eight participants.
EVALUATION	Video-tape the playing of the simulation game, after which micro-teaching techniques will be used to evaluate the game.
ACTIVITY #2	Make a 15 minute film to be shown at a CE planning meeting. The film should demonstrate the need for CE programs.
CONDITIONS	Large group discussion followed by committee assignments.
EVALUATION	A team of faculty and public school teachers will evaluate the educational potential of the film.
ACTIVITY #3	Conduct a computer search of ERIC to locate inservice training programs in CE.
CONDITIONS	Small groups of five to eight participants.
EVALUATION	Each group of participants will describe the manner in which the search was conducted and will summarize the major characteristics of the inservice training programs.
ACTIVITY #4	Interview teachers and members of the community to determine what they feel should be included in a CE inservice training program.
CONDITIONS	Teams of two or three.
EVALUATION	Each team will summarize the information collected during the interviews and will report to the entire group.

PLANNING/IMPLEMENTATION
Utilization of Local Resources

OBJECTIVE 12	FORM A STUDENT ADVISORY COMMITTEE.
ACTIVITY #1	Visit a local school district and with the cooperation of the classroom teachers or counselors develop a list of pupils from each grade representing different socio-economic and a lity levels.
CONDITIONS	Teams of two or three participants.
EVALUATION	Each team will prepare a rationale for the selection of each pupil invited to join the advisory committee. The rationale will be graded by the instructor.
ACTIVITY #2	Simulate a public school setting and formulate with other participants a set of goals and at least two priorities for the group.
CONDITONS	Large group simulation activity.
EVALUATION	Faculty and participants will rate the effectiveness of the activity as satisfactory or unsatisfactory.
ACTIVITY #3	Develop a list of procedures which should be followed by teachers who are interested in forming a student advisory committee. Consult several students who are active in student government in a local high school for their advice.
CONDITIONS	Large group lecture and small group assignment. The small groups will report to the entire class.
EVALUATION	Each group will list the procedures which should be followed in forming a student advisory committee and will describe the process followed in developing the procedures.

PLANNING/IMPLEMENTATION
Utilization of Local Resources

OBJECTIVE 13	**DEVELOP PUBLICITY MATERIALS DESCRIBING CE ACTIVITIES.**
ACTIVITY #1	Write a 60 second radio announcement concerning local CE activities.
CONDITIONS	Large group lecture with individual assignment.
EVALUATION	Faculty evaluation of announcement which will be rated on clarity and adherence to the 60-second time limit.
ACTIVITY #2	Compile a photographic essay of three CE activities.
CONDITIONS	Team assignment to groups of three to five participants.
EVALUATION	Make a six to ten page photographic essay on three CE activities.
ACTIVITY #3	Write a news release describing CE activities in a simulated school district.
CONDITIONS	Participants will be presented with descriptive data on a fictitious school district and individuals will complete news releases.
EVALUATION	Faculty and peer evaluation of news release.
ACTIVITY #4	Participants will examine local newspapers to determine the extent and quality of CE publicity.
CONDITIONS	Individual assignment with report to large group.
EVALUATION	Faculty and peer content analysis of material gathered.
ACTIVITY #5	Invite local T. V. coverage of a CE fair.
CONDITIONS	Fair will be attended by participants, faculty, and community.
EVALUATION	Reactions from participants, faculty, and community members will be tabulated.

SECTION I

EVALUATION

PROGRAM EVALUATION

Career Education

PROGRAM EVALUATION

1. Design an evaluation system for a career education program.
2. Establish a rationale for evaluating career education programs.
3. Establish criteria for evaluating career education curricular materials.
4. Analyze available data to determine relevance of the career education program to school and community needs.
5. Determine criteria for evaluating commercial printed and audio-visual career education materials.
6. Develop skills necessary for conducting evaluation studies.
7. Develop skills in conducting followup studies of former students and relating data to career education programs.
8. Develop a financial management plan for a career education program.
9. Describe management systems available for monitoring career education programs.

EVALUATION
Program Evaluation

OBJECTIVE 1 DESIGN AN EVALUATION SYSTEM FOR A CE PROGRAM.

ACTIVITY #1 Discuss the rationale, philosophy, and characteristics of an evaluation system applicable for a CE program.

CONDITIONS Large group discussion of the rationale, philosophy and characteristics of the evaluation system, followed by team construction of a composite evaluation system for a CE program incorporating critical components from each team models.

EVALUATION The following components should be included: a) planning phase (rationale and philosophy and explicitly stated goals and objectives); b) diagnosing and prescribing phase (student entering behavior and needs assessment and teaching/learning strategy selection); c) program execution intents phase (materials, resources and implementation); d) assessment phase (measurement); e) monitoring and accountability phase (field testing capability and performance evaluation based on objectives; f) cybernetic loop (feedback system).

ACTIVITY #2 Construct a twenty-item questionnaire to be used in evaluating a CE program.

CONDITIONS a) read appropriate sections in educational research textbooks that deal with questionnaires. Note the types and characteristics of a good questionnaire. b) with the help of a small group of peers, select and rank-order twenty topics that should be included in the instrument. c) construct the questionnaire.

EVALUATION Faculty evaluation of the questionnaire from the perspectives of educational research and CE.

ACTIVITY #3 Review literature on evaluation designs, list at least five appropriate references, and select one source which could readily be adapted for a CE program.

CONDITIONS Independent study.

EVALUATION Participants will list at least five references which discuss evaluation designs in education and will present a rationale for selecting the single source judged most appropriate for a CE program.

EVALUATION
Program Evaluation

OBJECTIVE 1	DESIGN AN EVALUATION SYSTEM FOR A CE PROGRAM (CONTINUED).

ACTIVITY #4	When presented with a CE evaluation system, participants will identify the basic components of the model.
CONDITIONS	Large group discussion.
EVALUATION	Participants will a) record at least four distinguishing characteristics for each component of the CE program evaluation system, and b) identify the conceptual framework which organizes the components.

ACTIVITY #5	Make an educational card game that incorporates and teaches the basic components of a comprehensive evaluation system.
CONDITIONS	Working with a small group of participants, develop a rummy-type educational game by selecting 13-20 ideas with 3-4 cards for each idea. Make a clear, concise set of rules for the game.
EVALUATION	Faculty evaluation of a) the quantity and quality of ideas expressed on the cards; and b) the playbility of the educational game.

EVALUATION
Program Evaluation

OBJECTIVE 2	ESTABLISH A RATIONALE FOR EVALUATING CE PROGRAMS.
ACTIVITY #1	Discuss reasons why educational programs should be evaluated and search the literature for two relevant examples of evaluation designs and reports for two different programs.
CONDITIONS	Large group discussion of program evaluation designs, each participant will identify a federally or privately sponsored CE program by reviewing the literature.
EVALUATION	Participants will list five reasons why educational programs should be evaluated and prepare for class distribution a two-page summary of the evaluation design.
ACTIVITY #2	Discuss why an evaluation design should be included in a CE program.
CONDITIONS	Large group discussion.
EVALUATION	When presented with a CE program evaluation system, the participant will list at least six reasons for developing a CE program evaluation design.
ACTIVITY #3	Distinguish between an objective and a subjective evaluation model.
CONDITIONS	Large group discussion with two teams of three participants assigned to a panel discussion (Team A supports objective evaluation and Team B a subjective evaluation).
EVALUATION	a) Faculty and participants evaluation of presentation; b) participants will list major points raised by each team.

EVALUATION
Program Evaluation

OBJECTIVE 3	ESTABLISH CRITERIA FOR EVALUATING CE CURRICULAR MATERIALS.
ACTIVITY #1	Conduct a literature search to identify sources which list and discuss evaluative criteria.
CONDITIONS	Independent assignment or small group activity.
EVALUATION	Participants will a) list five sources; and b) 10 criteria which would be appropriate for evaluating CE materials.
ACTIVITY #2	Review the course syllabus of a CE program and view three video tape lessons performed in a classroom.
CONDITIONS	a) Each participant will receive a copy of the course syllabus prior to class discussion and in a large group will analyze the video tapes; b) each participant will generate a checklist of at least five criteria for evaluating units, five for evaluating courses and five for evaluating programs; c) participants in small groups will develop a checklist of criteria for each category designated above; d) reporters from each group will present its list to the large group.
EVALUATION	Participants will generate a checklist of at least 10 criteria for evaluating units, 10 for evaluating courses and 10 for evaluating programs.
ACTIVITY #3	Interview persons directly involved in instruction or supervision in a CE program concerning their opinions and rationals and the selection of evaluative criteria for CE programs.
CONDITIONS	Each participant will interview a minimum of four persons directly involved in CE programs and after listing the ideas expressed, will rank-order the frequency with which they were expressed.
EVALUATION	Faculty evaluation of the quantity and quality of the list of criteria.

EVALUATION
Program Evaluation

OBJECTIVE 4	ANALYZE AVAILABLE DATA TO DETERMINE RELEVANCE OF THE CE PROGRAM TO SCHOOL AND COMMUNITY NEEDS.
ACTIVITY #1	Develop a model for assessing the relationship between community and school needs and the CE program.
CONDITIONS	a) Large group discussion of the correlational model; b) small groups will review literature and construct a model; c) reporters from each group will present the model to the entire class; d) the large group will construct a composite system for a CE program incorporating critical components from small group models.
EVALUATION	The following components should be included in the model: a) planning phase (needs of the community and the school - consult with community and school individuals and groups); b) goals and priorities of the CE program; c) diagnosing and prescribing phase; d) program execution phase; e) assessment (measurement); f) monitoring and accountability.
ACTIVITY #2	Interview residents and public school staff in selected geographical areas of the community.
CONDITIONS	Conduct interviews in teams of two or three participants.
EVALUATION	Participants will be rated by peers and faculty according to thoroughness, relevancy and accuracy of reporting.
ACTIVITY #3	Collect objective data to evaluate the CE program and compare these data with needs of the community and the school.
CONDITIONS	Participants will generate a written group report.
EVALUATION	Panel composed of a representative from the college faculty, community, public schools and participants will evaluate the report with emphasis on data collection and interpretation.

EVALUATION
Program Evaluation

OBJECTIVE 4	ANALYZE AVAILABLE DATA TO DETERMINE RELEVANCE OF THE CE PROGRAM TO SCHOOL AND COMMUNITY NEEDS (CONTINUED).
ACTIVITY #4	Interview parents of students in a public school district which currently has a CE program.
CONDITIONS	Small group activity.
EVALUATION	Faculty evaluation bases on participant accomplishment of the following: a) obtains permission from prinpal; b) develops an interview schedule; c) randonly selects parents for interview; d) exhibits appropriate interview behavior (as recorded by audio-tape); e) summarizes; and f) interprets data adequately.

EVALUATION
Program Evaluation

OBJECTIVE 5	DETERMINE CRITERIA FOR EVALUATING COMMERCIAL PRINTED AND AUDIO-VISUAL CE MATERIALS.
ACTIVITY #1	Review printed and audio-visual commercial materials collected by the group which were developed for CE programs.
CONDITIONS	After reviewing literature on evaluative criteria, each participant will generate a checklist of at least eight criteria which could be used to evaluate commercial materials and eight criteria for evaluating audio-visual commercial materials. Small groups of participants will develop a revised checklist of at least 10 criteria for each category. A reporter from each small group will present its list to the large group.
EVALUATION	Generate a checklist of at least 10 criteria for evaluating printed commercial materials and 10 criteria for evaluating audio-visual commercial materials.
ACTIVITY #2	After reviewing literature on a selected printed or audio-visual CE package, participants will summerize the strengths and weaknesses of the material and the criteria employed in critiqueing of the material.
CONDITIONS	Each participant will a) select one printed or audio-visual CE education package; b) Read a minimum of five review articles; c) write a summary report.
EVALUATION	The report should contain a) a bibliography; b) clear summaries of strengths, weaknesses, and criteria; c) a five page description and analysis of the reviews and evaluative criteria.

EVALUATION
Program Evaluation

OBJECTIVE 5	DETERMINE CRITERIA FOR EVALUATING COMMERCIAL PRINTED AND AUDIO-VISUAL CE MATERIALS (CONTINUED).

ACTIVITY #3	Use Q-sort techniques to evaluate printed and audio-visual CE materials.
CONDITIONS	Large group lecture and demonstration of Q-sort technique followed by individual activity in which each participant sorts 15 printed or audio-visual CE materials into piles representing a normal distribution.
EVALUATION	Each participant will a) successfully complete the Q-sort activity and b) demonstrate knowledge of the theory by answering 10 multiple choice questions with 100 percent accuracy.

ACTIVITY #4	Evaluate sources which evaluate printed and audio CE materials.
CONDITIONS	Independent study.
EVALUATION	Participants will a) list at least five sources that evaluate printed and audio CE materials; b) provide excerpts from each source; c) rate each source as excellent, average or p[illegible]r.

EVALUATION
Program Evaluation

OBJECTIVE 6	DEVELOP SKILLS USEFUL FOR EVALUATING CE PROGRAMS.
ACTIVITY #1	Present methods of evaluating CE programs. Review evaluation studies that illustrate discussed methods.
CONDITIONS	a) After reviewing literature on evaluation techniques, each participant will generate a documented list of specific techniques; b) participants will then form small groups to revise the list; c) a reporter from each small group will present its list to the large group.
EVALUATION	Each group will generate a list of 10 specific techniques useful for evaluating CE programs.
ACTIVITY #2	Telephone interview several persons directly involved in CE work and ask their opinions and rationales on specific methods of evaluating CE programs.
CONDITIONS	a) Each member will telephone interview a minimum of five persons; b) a written summary of each interview; c) list of techniques discussed.
EVALUATION	Faculty will evaluate the depth of analyses and final results obtained.
ACTIVITY #3	Develop an evaluation proposal, project findings for the study and formulate conclusions based on the projected findings.
CONDITIONS	Small group interactions.
EVALUATION	Faculty and participant representative from each group will evaluate study proposal and projected findings and conclusions according to pre-established criteria.

EVALUATION
Program Evaluation

OBJECTIVE 6	DEVELOP SKILLS USEFUL FOR EVALUATING CE PROGRAMS (CONTINUED).
ACTIVITY #4	Discuss definitions of formative and normative evaluation and list their distinguishing characteristics in regard to the evaluation model.
CONDITIONS	Each group member will use reference sources to distinguish between formative and normative evaluation.
EVALUATION	Without the aid of reference sources, participants will record at least three distinguishing characteristics of formative evaluation, three distinguishing characteristics of normative evaluation, and outline a strategy for a formative and normative evaluation design for a CE program.

EVALUATION
Program Evaluation

OBJECTIVE 7	DEVELOP SKILLS IN CONDUCTING FOLLOWUP STUDIES OF FORMER STUDENTS AND RELATING THESE DATA TO CE PROGRAMS.
ACTIVITY #1	Examine a component and procedural outline for a followup study and review several followup studies.
CONDITIONS	Large group discussion.
EVALUATION	When presented with a list of procedures, the participant will record in correct sequence all essential components for a followup study and eleminate any inappropriate procedures.
ACTIVITY #2	Develop a proposal for a followup study, project findings for the study, and formulate conclusions based on the projected findings.
CONDITIONS	Small group interaction.
EVALUATION	Faculty and participant representative from each group will evaluate study proposal and projected findings and conclusions according to procedural outline.
ACTIVITY #3	Develop a model for assessing the relationship between former studentdata and the CE program.
CONDITIONS	a) Large group discussion of the philosophy and characteristics of the relationship model; b) four small groups will search relevant literature and construct a model which will be presented to the entire class; c) the large group will construct a model for a followup study and will relate simulated findings to components of a CE program.
EVALUATION	The following components should be included in the model: a) planning; b) diagnosing and prescribing; c) program execution; d) assessment and monitoring; e) accountability. Panel composed of faculty member, a CE direcor and a participant will evaluate the product.

EVALUATION
Program Evaluation

OBJECTIVE 7	DEVELOP SKILLS IN CONDUCTING FOLLOWUP STUDIES OF FORMER STUDENTS AND RELATING THESE DATA TO CE PROGRAMS (CONTINUED).

ACTIVITY #4	Prepare a simulation activity by describing a fictitious school (elementary, middle, or senior high school) and develop a following study to evaluate CE activities conducted by the school.
CONDITIONS	Large group activity with teams assigned to committee assignments.
EVALUATION	Participants will develop a simulation model which a) describes a fictitious school district which includes demographic and socioeconomic data for the community and the school and b) structures an activity which enables the participants to plan and conduct a followup study.

ACTIVITY #5	Demonstrate awareness of sampling designs appropriate for use in followup studies.
CONDITIONS	Large group lecture.
EVALUATION	Participants will define and give examples for each of the following: a) simple random sample b) systematic sample c) stratified sample d) cluster sample

Evaluation
Program Evaluation

OBJECTIVE 8 DEVELOP A FINANCIAL MANAGEMENT PLAN FOR A CE PROGRAM.

ACTIVITY #1 Discuss reasons why educational programs need a structured financial management plan and search the literature for two examples of such plans.

CONDITIONS a) Large group discussion of the bases for a structured financial management plan in an educational program; b) each participant will identify a plan for a federally sponsored program and a plan for a privately sponsored program.

EVALUATION a) Participants will list at least five reasons why educational programs should have structured financial management plans; b) each participant will prepare for class distribution a two page summary of a financial management plan either from a federal or private program.

ACTIVITY #2 Discuss the rationale, philosophy and characteristics of a financial management plan for a CE program.

CONDITIONS a) Large group discussion of the rationale, philosophy and characteristics of the financial management system; b) After a review of appropriate literature, teams of three participants will construct a financial management system.

EVALUATION Each team should develop a plan which includes the following components: a) Planning; b) Diagnosing and Prescribing; c) Program Execution; d) Assessment; e) Monitoring and Accountability.

Evaluation
Program Evaluation

OBJECTIVE 8	DEVELOP A FINANCIAL MANAGEMENT PLAN FOR A CE PROGRAM (CONTINUED).

ACTIVITY #3	Describe the relationship which exists between Federal, state, and local funding of CE programs.
CONDITIONS	Invite several speakers representing Federal, state and local agencies to discuss in a panel presentation the manner in which various governmental levels coordinate their efforts in providing funding.
EVALUATION	Participants will summarize the major points raised by the panelists and will critique the total presentation.

EVALUATION
Program Evaluation

OBJECTIVE 9	DESCRIBE MAJOR MANAGEMENT SYSTEMS AVAILABLE FOR MONITORING CE PROGRAMS.
ACTIVITY #1	Discuss three schools of thought pertaining to management systems.
CONDITIONS	a) Large group discussion; b) each participant will review the literature on major management systems relevant to CE programs; c) three small groups will be formed to present to the entire class a detailed description of a system with each group responsible for one system.
EVALUATION	Each group will present their findings as a panel to the class. The instructor will evaluate each presentation according to the following criteria: a) comprehensiveness and clarity in presenting the distinguishing characteristics of the system, the system's applicability to a CE program.
ACTIVITY #2	In a group with six to ten participants conduct a panel discussion in which at least two members support the use of each management system discussed in activity #1.
CONDITIONS	Each group will identify at least three management systems and audio-tape the panel discussion in which each member urges the adoption of a selected management system.
EVALUATION	Faculty evaluation of the critical thinking, speaking, and rationale expressed during the role-play.

Evaluation
Program Evaluation

OBJECTIVE 9	DESCRIBE MAJOR MANAGEMENT SYSTEMS AVAILABLE FOR MONOTORING CE PROGRAMS (CONTINUED).
ACTIVITY #3	Develop a PERT chart as a management plan for a simulated CE program.
CONDITIONS	Large group lecture with small group activity.
EVALUATION	When presented with details of a simulated CR program, each group of participants will develop a PERT flowchart with time and financial details and demonstration to define the following terms: network; interface; activity; constraint; merge construction; burst construction; earliest expected time; latest expected time. (See D. L. Cook, Program Evaluation and Review Technique, U.S. Government Printing Office; Washington, D. C., 1966).

SECTION J

EVALUATION

STUDENT ASSESSMENT

Career Education

STUDENT ASSESSMENT

1. Use tests that measure career atitides, aptitudes, and interests.

2. Use self-evaluation instruments or self-rating scales in determining student self-concept or self-awareness.

3. Develop evaluation instruments to measure student achievement in career education programs.

4. Use specific behavioral objectives to evaluate student performance in career education.

5. Utilize instruments to determine the level of student career development and awareness.

EVALUATION
Student Assessment

OBJECTIVE 1	USE TESTS THAT MEASURE CAREER ATTITUDES, APTITUDES, AND INTERESTS.
ACTIVITY #1	Use sources which describe tests that measure career attitudes, aptitudes and interests (i.e., Buros Mental Measurements Yearbook).
CONDITIONS	Independent and/or small group research.
EVALUATION	Participants will list and describe at least four instruments that can be used to measure career awareness and vocational interests. Descriptions should include names and addresses of publishers, date of publication, cost, age levels for which appropriate and data on validity and reliability.
ACTIVITY #2	Develop a testing program for a public school system located in a suburban area in the vicinity of New York City with particular stress on tests used to measure vocational interests and career awareness.
CONDITIONS	Large group lecture followed by individual assignment.
EVALUATION	Participants will include instruments appropriate for measuring vocational awareness and interests specifying instruments appropriate for use in primary, intermediate, junior and senior high school levels.
ACTIVITY #3	Develop and pretest a 10 to 15 item Likert scale to measure career awareness at a specified grade level.
CONDITIONS	Large group lecture and individual assignment.
EVALUATION	When presented with a given grade level participants will design, pretest, and score a Likert scale with a small group of students. They will critique the results and revise the scale based on the critique.

EVALUATION
Student Assessment

OBJECTIVE 1	USE TESTS THAT MEASURE CAREER ATTITUDES, APTITUDES, AND INTEREST (CONTINUED)
ACTIVITY #4	Participants will individually complete, score and interpret each of the following instruments: Occupational Interest Survey (Kudor, 1970) Strong Vocational Interest Blank (Campbell, 1971) Ohio Vocational Interest Survey (D'Costa, Weneforder, Odgers, and Koons, 1971).
CONDITIONS	Individual assignment followed by individual conference with instructor.
EVALUATION	Each participant will interpret his scores to the instructor.
ACTIVITY #5	Develop an instrument to measure the career awareness of primary school students.
CONDITIONS	Small groups of three to five.
EVALUATION	Participants will develop an objective instrument to test student knowledge of ten careers. Data on duties, income, training and experience required, and employment opportunity will be stressed.

EVALUATION
Student Assessment

OBJECTIVE 2	USE SELF-EVALUATION INSTRUMENTS OR SELF RATING SCALES IN DETERMING STUDENT SELF CONCEPT OR SELF AWARENESS.

ACTIVITY #1	Review literature on self evaluation instruments and identify instruments appropriate for use with elementary, middle school, and senior high school students.
CONDITIONS	Independent study and small group seminar.
EVALUATION	When presented with a list of 10 instruments, participants will be able to classify instruments according to the appropriate grade level.

ACTIVITY #2	Develop a self-rating instrument for use at a selected grade level designed to help a student become more award of his individual self concept.
CONDITIONS	On site setting with small group seminars.
EVALUATION	Each participant should develop a 10 to 15 item scale and should specify how it was validated.

ACTIVITY #3	Review J. W. Pfeiffer and R. Heslin. Instrumentation in Human Relations Training, Iowa City, Iowa: University Associates, 1973, and identify those instruments which could be used to measure self concept or self awareness.
CONDITIONS	Independent research.
EVALUATION	Participants will list and describe those instruments which could be used to measure the constructs noted above.

EVALUATION
Student Assessment

OBJECTIVE 3	DEVELOP EVALUATION INSTRUMENTS TO MEASURE STUDENT ACHIEVEMENT IN A CE PROGRAM.
ACTIVITY #1	Discuss the advantages and disadvantages of objective and subjective evaluation instruments as related to the assessment of student achievement.
CONDITIONS	Small group discussion.
EVALUATION	Participants will list five advantages and five disadvantages of each technique when used for assessing various age levels.
ACTIVITY #2	Design one objective and one subjective evaluation instrument to test student gains in knowledge after they complete a CE unit.
CONDITIONS	Large group discussion and field experience.
EVALUATION	Participants will present their instrument for group evaluation and will demonstrate the use of the instrument with students.
ACTIVITY #3	Analyze two comprehensive CE evaluation systems and list components common to each system.
CONDITIONS	Large group lecture with opportunity for small group interaction.
EVALUATION	Participants will list five components common to each evaluation system.

EVALUATION
Student Assessment

OBJECTIVE 3	DEVELOP EVALUATION INSTRUMENTS TO MEASURE STUDENT ACHIEVEMENT IN A CE PROGRAM (CONTINUED).
ACTIVITY #4	Identify an evaluation instrument designed to measure a selected aspect of a CE program. Administer, score, and interpret the instrument on a pre- and post-test basis to a specified grade level and analyze the results.
CONDITIONS	On site in a public school classroom in small groups.
EVALUATION	Participants will describe the nature of the sample, the testing conditions, the instrument used, and the results of the testing.
ACTIVITY #5	Develop an instrument to measure student understanding of careers.
CONDITIONS	Small group activities in teams of three to five.
EVALUATION	Participants will develop an objective instrument to test student knowledge of 10 careers. Data on duties, income, training, and experience required should be included.

EVALUATION
Student Assessment

OBJECTIVE 4	USE SPECIFIC BEHAVIORAL OBJECTIVES TO EVALUATE STUDENT PERFORMANCE IN CE PROGRAMS.

ACTIVITY #1	Survey classrooms incorporating a CE program and identify the program objectives and the instruments used to assess student attainment of program objectives.
CONDITIONS	Public school setting followed by small group seminar.
EVALUATION	Participants will evaluate the assessment materials and determine their relationship to the stated program objectives.

ACTIVITY #2	Review literature concerning the relationship between the prestatement of CE objectives and student performance.
CONDITIONS	Small group seminars.
EVALUATION	Participants will present a written review of literature at least 10 pages in length summarizing the major research on the topic.

ACTIVITY #3	Read N. E. Gronlund. Determining Accountability for Classroom Instruction. New York: Macmillan, 1973; B. S. Bloom (ed.), Taxonomy of Educational Objectives, Handbook I: Cognitive Domain. New York: McKay, 1956; D. R. Krathwohl, B. S. Bloom, and B. B. Masia. Taxonomy of Educational Objectives, Handbook II: Affective Domain, New York: McKay, 1964.
CONDITIONS	Independent reading assignment with large group discussion.
EVALUATION	Multiple choice examination.

EVALUATION
Student Assessment

OBJECTIVE 5	UTILIZE INSTRUMENTS TO DETERMINE THE LEVEL OF STUDENT CAREER DEVELOPMENT AND AWARENESS.

ACTIVITY #1	Review instruments designed to determine the level of a student's career development (K-6; 7-9; 10-12).
CONDITIONS	Large group lecture with small groups to survey instruments.
EVALUATION	Participants will list at least 10 instruments and will indicate the grade level for which each can most appropriately be used. Present any data on reliability and validity.

ACTIVITY #2	Select and score two instruments identified in activity #1 and administer both to a group of 15 to 20 students. Evaluate the results.
CONDITIONS	Public school classroom and small group seminar.
EVALUATION	Participants will compare the results of the two instruments indicating which is most useable.

ACTIVITY #3	Administer the Kuder General Interest Survey or the Kuder Occupational Interest Survey to a group of eighth grade students. Assist the students to score and interpret the results.
CONDITIONS	Teams of five participants.
EVALUATION	Each team should administer one of the instruments to a group of 10 or more students. The teams should summarize their reactions to the students and the reactions of the students to the testing process.

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